



# Policies and Procedures

Updated January 2024 by Ellie Lloyd

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# Safeguarding and Promoting Children's Welfare

### **Safeguarding and Promoting Children's Welfare**

To safeguard and promote the children's welfare, parents and carers will be provided with information on how the childcare setting will meet the needs of the children as they will have access to all the policies and procedures governing the nursery. Our indoor and outdoor areas are designed to provide a safe environment for children which encourages how to learn to keep themselves safe.

- No persons will be allowed into the nursery unless known to the Nursery Manager or Deputy Manager. Systems will be in place to record visitors on site.
- To protect children from harm or neglect, we will ensure that an effective safeguarding children's policy is implemented.
- We will have in place a complaints procedure which will enable any concerns to be fully investigated, and the outcome shared with the complainant. Any concerns or complaints raised against statutory frameworks will be recorded confidentially and shared with parents who may wish to have access to the information.
- Systems will be in place to ensure the safety of children when going on an outing.
- We will respect confidentiality unless we need to share information with the appropriate agencies to protect a child.
- Our key person approach will allow the key person, child, and their family to develop a positive working relationship. This will be of benefit to the child during their time in the childcare setting. Our transition policy will meet the needs of the individual child, whether the transition is from home or within the nursery. We will discuss each stage of the transition fully with parents, working with the new key person.
- To promote a healthy environment for the children in our care, we will ensure that our rooms are welcoming, interesting, and accessible to all children.
- We will offer children a varied range of enjoyable and stimulating opportunities, resources, and experiences that are appropriate to their age and stage of development, which will engage them and contribute to their progress.
- We will promote an environment which will help our children contribute positively to our provision and the wider community. We will ensure that all families have equality of opportunity to access our nursery.
- Our policies will not discriminate against any person connected to the nursery. We will regularly review our equality of opportunities policy and our special needs policy to ensure that we are complying with legislation and best practice.
- Our records relating to medication and accidents will be kept in line with regulations to protect the children within our care.
- We will provide healthy and nutritious snacks and meals, meeting the individual needs of the children.
- The entire site will be smoke free, ensuring that the children will be cared for in a smoke-free environment.



- Our Emotional Health and Behaviour Management policy will emphasize positive strategies to reduce unwanted behaviour.
- Our ethos will promote, respect, and value all members in our community and we will share with the children the diversity in our multi-faith and multicultural society. We will actively promote British Values across the setting.
- We will use the Early Years Foundation Stage welfare requirements to safeguard and promote children's welfare.
- We will regularly review how we are meeting the outcome by accessing the impact of our service through observing children's responses and the progress made throughout learning opportunities, engaging in staff discussion and by asking parents to share their views through questionnaires and subsequently analysing their responses.
- All staff will be aware of their responsibilities with regard to safeguarding and prevent duty to protect the welfare of our children. Please see relevant policies for more information.



## **Safeguarding Policy**

Bluebells Day Nursery will comply with Wirral's Local Safeguarding Children's Partnership's policies and procedures and ensure that all staff are working and looking after children and are able to put the procedures into practice. We follow the updated version - Working Together to Safeguard Children -2018 and Keeping Children Safe in Education -2023.

### **Aim of Policy**

We believe that all children have the right to be in a safe environment, both in our setting and out in the community. At all times, we will act in the best interests of the children to protect them from harm. In addition to safeguarding children from the five main types of abuse (physical, emotional, neglect, domestic, and sexual) this includes safeguarding children from county lines, cuckooing, female genital mutilation, radicalisation, honour based abuse, fabricated illness, and witchcraft.

### **Procedures**

- Staff will receive sufficient and up-to-date training to help them identify potential signs of abuse and to understand the appropriate response towards a safeguarding concern in line with current legislation. Staff knowledge and competence in this area will be assessed regularly by management and support and guidance provided where necessary.
- Staff safeguarding knowledge will be assessed upon induction and support provided to ensure that new team members are familiar with their responsibility regarding safeguarding.
- We will ensure that staff are aware of our role in protecting the children and their families against the risk of radicalisation and extremism. (See Prevent Duty policy.)
- We will ask parents and carers to share information with us to enable us to meet the needs of the individual child. If information that was shared gives staff a cause for concern, we will then follow our Local Safeguarding Children's Partnership's policy.
- We will follow the procedures for referral in the handbook "What to do if you're worried a child is being abused" in the event of a concern being raised relating to a child within the nursery. All staff are required to read this booklet as a part of their induction.
- We will promote children's health by providing for their emotional and physical health through the activities and experiences that we provide throughout our daily routine. We will talk about our bodies and how they grow.
- Our safeguarding children's policy and procedures will be reviewed regularly to ensure that the nursery is complying with the requirements of the Wirral Local Safeguarding Children's Partnership.
- Staff should recognise that children can abuse their peers and must be aware of procedures to minimise the risk of peer-on-peer abuse. (See Emotional Health and Behaviour Policy.)
- Staff should recognise that up-skirting and down-blousing are criminal offences.



- Staff are aware that unexplained absences may be a sign of abuse. Any absences are recorded in children's chronological logs and parents are contacted for the reason. Any causes for concern are to be raised to the Designated Safeguarding Leads. Children's holidays are logged in our online system.

#### **To protect children:**

- All staff will be subject to the Disclosure and Barring Service upon recruitment and sign a health declaration every six months to ensure that they are fit to work with children.
- Volunteers, students, or visitors will not be able to be left alone with the children.
- Every effort will be made to minimise the time when staff will be left alone with the children.
- We have nominated **Ellie Lloyd, Gemma Cash, and Jenna Smith** as our Designated Safeguarding Leads in the nursery and have provided access to further training to ensure that we comply with the Local Safeguarding Children's Partnership's procedures and our duty under the Protection of Children Act. The Designated Safeguarding Leads stated above also uphold the responsibility of prevent point of contact.
- All staff will be able to refer concerns directly to **Ellie Lloyd, Gemma Cash, or Jenna Smith** and if they are not available, **Helen Lloyd**. If either of these contacts are not available, the staff must refer their concerns directly to Wirral Integrated Front Door Team (WIFDT) on **0151 606 2008** or **0151 677 6557** out of hours. In relation to FGM, staff can call the helpline on **0800 028 3550**.
- All staff will be aware of their duty to report their concerns to Bluebells' Designated Safeguarding Officers or the Local Safeguarding Partnership. If staff are not in agreement with any action taken, they can refer this directly to the Central Advice and Duty Team on **0151 514 2222** or **0151 677 6557** out of hours.
- All staff will share their concerns regarding any significant changes in children's behaviour, unexplained bruises or marks, any comments that children make which give cause for concern, or changes in a child's overall well-being. All staff will receive training to recognise signs and symptoms of abuse whether physical, emotional, sexual, neglect, or domestic. (See domestic policy for more information.)

#### **What we will do if concerned about a child:**

- We have a duty to refer the concerns to one of the agencies within the statutory authority to investigate. These are the Wirral Integrated Front Door Team, Local Designated Safeguarding Officer, Crimestoppers, and Merseyside Police.
- If an allegation or concern is identified by a member of staff, this is to be reported to the Designated Safeguarding Leads, who will in turn ensure that this is shared with the appropriate professionals.
- Staff have access to a range of helplines through the provision of safeguarding posters throughout the nursery. This provides contact details for external agencies should staff have a concern regarding abuse, county lines, cuckooing, female genital mutilation, fabricated illness, witchcraft, honour based abuse, or radicalisation. Staff are encouraged to speak to the Designated Safeguarding Leads to raise a concern, but are

- also informed that they can report the concerns directly if they wish and are provided with the resources to do so.
- All allegations from whatever source must be referred by the Designated Safeguarding Officer, if available, and onto Wirral's Local Safeguarding Children's Partnership without delay. We would also inform the parents or carers of the action that we would take following any allegation if this is in agreement with social care and the police. At all

times the safety, protection, and interest of the children will take precedence. We will work with and support parents or carers as far as we are legally able.

- We will not undertake any investigation into an alleged incident. We will assist as far as possible during any investigation of abuse or neglect as required by Wirral's Local Safeguarding Children's Partnership.
- We will disclose any written or verbal information and evidence as requested. A full written report will be produced, including dates and times, and will disguise between fact and opinion. These reports will be dated and signed and kept securely and will only be shared with the appropriate persons.
- If an allegation of abuse is made against a member of staff, the registered person is to be informed immediately. The registered people will then report the allegation to The Local Authority Designated Officer for Allegations (LADO) on **0750 473 8266** within **24 working hours** and follow their advice. The matter will be discussed with the member of staff concerned as appropriate. We will have a duty not to interfere with any investigation by the Local Safeguarding Partnership's team. Any investigation will be undertaken by Merseyside Police or Wirral's Local Safeguarding Children's Partnership's team using their procedure relating to allegations made against professionals, staff, or volunteers who have access to children by means of employment.
- Ofsted will be informed of any allegations or concerns of abuse against a child, a member of staff, student, or volunteer, or abuse that is alleged to have taken place on the premises or during a visit or outing.

### **County Lines and Cuckooing Policy**

The National Crime Agency (NCA) describe county lines as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Cuckooing is a term used when a young or a vulnerable person's home is exploited by drug gangs for illegal drug activity. Illegal drugs are often stored in young or vulnerable people's homes that live in suburban areas so that the criminals stay under the radar from law enforcements.

Vulnerable people who are involved in 'cuckooing' are at risk of abuse.

#### **Procedures**

- Staff will receive training and information in the form of posters with regards to county lines and cuckooing and knowledge assessed regularly by management.
- Staff will have access to contact details for seeking advice or reporting concerns regarding county lines and cuckooing should they prefer to do so directly as opposed to reporting to the Designated Safeguarding Leads.
- Staff will be made aware of indicators to be aware of regarding county lines and cuckooing that include the following:
  - Changes in the way young people you might know dress
  - Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc.)
  - Missing from home or schools and/or significant decline in performance
  - New friends or relationships with those who don't share any mutual friendships with the victim or anyone else
  - May be carrying a weapon
  - Receiving more texts or calls than usual
  - Sudden influx of cash, clothes or mobile phones
  - Unexplained injuries
  - Significant changes in emotional well-being
  - Young people seen in different cars/taxis driven by unknown adults.
  - Young people seeming unfamiliar with your community or where they are
  - Truancy, exclusion, disengagement from school
  - An increase in anti-social behaviour in the community
  - Unexplained injuries
  - Gang association or isolation from peers or social networks.
  - Individuals lurking around a vulnerable person's residence.
  - High traffic to a vulnerable person's residence.



### **Female Genital Mutilation Policy**

The Early Years Nursery recognises that Female Genital Mutilation (FGM) is a form of abuse and illegal in England and Wales. The welfare of the child is paramount, and staff will act upon cases of suspected FGM of a child in our care.

#### **Aim of policy**

This policy provides guidelines for staff members on how to recognise the signs of FGM and how to proceed if a case of FGM is suspected and who needs to be contacted. All staff, parents and volunteers are aware of this policy.

#### **Procedures**

- Staff are aware of female genital mutilation and receive training and information regarding potential signs that it might have or will take place on children and are supported to raise concerns appropriately in line with legislation.
- Staff understand that preventing and reporting FGM is a safeguarding responsibility.
- The nursery has Designated Safeguarding Leads who all safeguarding concerns are reported to, including concerns regarding female genital mutilation.
- We have nominated **Ellie Lloyd, Gemma Cash, and Jenna Smith** as our Designated Safeguarding Leads.
- All permanent members of staff have FGM and safeguarding training. All staff have a responsibility to safeguard children and to report any concerns to the Designated Safeguarding Leads or directly to the Wirral Integrated Front Door Team or Merseyside Police Non-Emergency on 101. Contact details are accessible to all staff and parents through safeguarding posters.
- Staff's FGM training will be updated as a minimum of every 3 years to ensure that knowledge is fresh and up-to-date.
- If a child makes a disclosure regarding FGM, follow the child protection policy regarding disclosure.
- If it is believed that a child is at risk from FGM (either in the country or outside of the country) then the Designated Safeguarding Lead will contact the **Wirral Integrated Front Door Team**.
- If there is physical evidence of a child undergoing FGM then the police **MUST** be called immediately on **101** for non-emergency or **999** in the case of an emergency.
- Information regarding signs to look out for in relation to FGM will be posted on the safeguarding display boards in addition to a copy in each room for staff and parents / carers to have easy access to.

### **Domestic Abuse and Honour Based Abuse / Forced Marriage Policy**

Honour Based Abuse is a term used when a perpetrator believes that a person has brought shame to their family due to dishonouring their religious or cultural beliefs. This then leads to offences committed to the individual to protect or defend the perceived honour of the family or community. Honour Based Abuse is not exclusively related to a particular religion or culture. This abuse also includes forced marriage. Domestic abuse is a pattern in a relationship that is used to gain power or control over someone.

#### **Domestic Abuse Procedures**

- In England, The Domestic Abuse Act 2021 recognises in law, for the first time, that children are victims if they see, hear, or otherwise experience the effects of domestic abuse.
- Staff are made aware that domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity, and domestic abuse can happen at any stage in a relationship.
- We aim to develop staff knowledge of recognising the signs and symptoms of domestic abuse through providing access to relevant training and information.
- We understand that all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.
- We ensure that staff know how to report concerns and can share information with external organisations that can offer support with incidents of domestic abuse. The information will be displayed on the 'Safeguarding Board' in the office.
- We will provide all stakeholders with the telephone number for the free 24-hour National Domestic Abuse Helpline (**0808 2000 247**)
- Sharing our domestic abuse policy and Child Protection and Safeguarding policies with all stakeholders.
- If we are concerned that domestic abuse is happening within a home and a child is at risk, we will follow our safeguarding policies' reporting procedures (see Safeguarding Children and Child Protection policy).
- Where incidents of domestic abuse are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

Honour based abuse (HBA) can be described as 'a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour'; such as being held against their will, sexual or psychological abuse, threats of violence, assault or forced marriage.

#### **Honour Based Abuse Procedures**

- Staff are aware that such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no honour or justification for abusing the human rights of others.



- We aim to develop staff knowledge of recognising the signs and symptoms of HBA through providing access to relevant training and information.
- We will raise awareness of domestic abuse within our setting by sharing information with external organisations that can offer support with incidents of HBA. The information will be displayed on the 'Safeguarding Board' in the office.
- We will share our HBA, child protection and safeguarding policies with all stakeholders.
- Where incidents of HBA are shared by an employee or parent/carer, we will always respect confidentiality and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.
- If we believe a person is in imminent danger of being forced into a marriage, we may contact the Police on **999** for emergencies and 101 for non-emergencies and the Governments Forced Marriage Unit (FMU) on **020 7008 0151**.
- Where incidents of HBA are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.



### Child Protection Policy

Bluebells Day Nursery will comply with Wirral's Local Safeguarding Children's Partnership's procedures and ensure that all staff are working and looking after children in our provision and are able to put procedures into practice.

We believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise our responsibility to safeguard the welfare of all children and young people, by commitment to practice which protects them. We endeavour to provide a safe and welcoming environment where children are respected and valued. All children, regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have equal right to protection.

#### Aim of Policy

To provide protection for the children who attend Bluebells, providing staff and volunteers with guidance on procedures they can adopt in the event they suspect a child may be experiencing, or be at risk of harm.

- Child protection is the activity that is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm.
- Child protection training is a mandatory part of our induction process. Staff are aware that everyone has a responsibility to safeguard children.
- We will ensure that all staff knowledge, understanding, and practice of safeguarding and child protection are current and up to date. Where any gaps are identified, support and training will be provided.
- We will ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take.
- We have a duty to act quickly and responsibly in any instance that may come to our attention. If in any doubt about what constitutes a safeguarding concern, staff will refer to the Designated Safeguarding Leads.
- We will develop a safe culture where staff are confident to raise concerns about professional conduct.
- All early year's settings must nominate a senior member of staff as the Designated Safeguarding Lead and child protection person. Bluebells has nominated **Ellie Lloyd**, **Gemma Cash**, and **Jenna Smith**. They will provide support, supervision, and advice for any staff member, volunteer, or student with a safeguarding or child protection concern.
- We will ensure that procedures relating to safeguarding and child protection are fully implemented by the setting and followed by staff, students, and volunteers.
- We will comply with Wirral's Local Safeguarding Children's Partnership's procedures to help us understand what to do if we have concerns about a child.
- Staff will report any concerns they have to the Designated Safeguarding Lead or deputy immediately. If they are not available, they will inform the most senior person in the setting that day and ensure action is taken to report the concern to the WIFDT.
- We will ensure that our policy is reviewed annually, unless an incident, new legislation, or guidance suggests the need for an earlier review date.
- We will ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest.



- We will ensure that staff identify, minimise and manage risks while caring for children.
- Staff are aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families, including the impact of toxic trio on children and Adverse Childhood Experiences (ACEs)



## Allegations of Abuse Made Against a Member of Staff Policy

### Aim of Policy

To ensure that we take necessary steps to keep children safe and well.

### Procedures

- We would report any cases where it is alleged a member of staff has:
  - Behaved in a way that has harmed a child, or may have harmed a child
  - Possibly committed a criminal offence against or relating to a child
  - Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- If an allegation of abuse is made against a member of staff, the registered person is to be informed immediately.
- We will inform the Local Authority Designated Officer (LADO), **Pamela Cope**, within 24 hours of an allegation and follow their advice on **0151 666 4442** or **0750 473 8266**
- After consulting the designated officer, the matter will be discussed with the member of staff concerned as soon as possible and given an explanation of the likely course of action.
- Parents and carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.
- We will have a duty not to interfere with any investigation by the local safeguarding children's board team. Any investigation will be undertaken by Merseyside Police or Wirral's Local Safeguarding Children's Partnership using their procedure relating to allegations against professionals, staff, or volunteers who have access to children by means of employment.
- A risk assessment will be undertaken by a senior member of staff and a decision will be made for either immediate suspension on full pay, removal of staff member to non-child related duties or staff to remain in position under supervisions until the investigation is completed and concluded.
- We reserve the right to suspend a staff member until the investigation is concluded. Further action will be determined by the outcome of the investigation.
- All concerns will be kept confidential and restricted to as few people as necessary, for accusations relating to children or against staff.
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded by the manager.
- It is essential that any allegation of abuse made against a member of staff in a setting is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time support the person who is in subject of the allegation.
- Ofsted will be informed of any allegations or concerns of abuse against a child, a member of staff, student, or volunteer, or any abuse that is alleged to have taken place on the premises or during a visit or outing.

- Ofsted must be made aware of unsuitable employees within 14 days in addition to LADO being contacted with 24 working hours.
- The following definitions should be used when determining the outcome of allegation investigations:
  - Substantiated: there is sufficient evidence to prove allegation
  - Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act of deceive.
  - False: there is sufficient evidence to disprove the allegation.
  - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- Details of allegations that are found to be malicious should be removed from personal records. For all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, it is kept on the confidential personal file of the accused, and a copy provided to the person connected.
- Records will be retained at least 25 years from the date of the allegation if that is longer.
- At the conclusion of the case, the Designated Officer and Manager will review the nursery's procedures and practice to help prevent similar events in the future.
- Cases in which an allegation was proven to be false, unsubstantiated, or malicious should not be included in employer references.
- If the accused person resigns, or ceases to provide their services, it will not prevent the allegation from being followed up in accordance with the guidance.
- If the person has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, we would make a referral to the DBS.
- Allegations against a member of staff who is no longer working for Bluebells would be referred to the Police. Historical allegations of abuse should also be referred to the Police.
- All safeguarding records are kept until the person reaches normal retirement age or for 21 years and 3 months, if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids unnecessary reinvestigation.
- If the member of staff resigns during the investigation, we will inform DBS, Ofsted and the police, where appropriate.

## Whistle Blowing Policy

### Aim of Policy

To ensure that staff know the ways that they can raise any concerns about malpractice within the organisation which they may have.

### Procedures

- We expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective. We recognise that there may be occasions where this may not happen and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.
- Staff who genuinely believe that people they work with are behaving in a way that seems wrong or have a serious concern about an aspect of service will be doing their duty and acting in the public interest by speaking out.
- The Public Interest Disclosure Act 1998 protects workers who "blow the whistle" about wrongdoing.
- It is not intended that this policy be a substitute for, or an alternative to the setting's formal complaints procedure. It is designed to nurture a culture of openness and transparency within the setting, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.
- Staff should raise any concerns by reporting them to the manager immediately who will advise the employee to volunteer of action that will be taken.
- Concerns will be investigated and resolved as quickly as possible.
- If staff feel they cannot discuss the matter with the manager, perhaps because the concern is related to them, they can contact the managing director, **Helen Lloyd**, on [bluebellshelen@gmail.com](mailto:bluebellshelen@gmail.com) or on **07 545 97 2220**
- Staff can contact the Local Authority Designated Officer, **Pamela Cope**, on [pamelacope@wirral.gov.uk](mailto:pamelacope@wirral.gov.uk) or call **666 4442** or **07 504 738 266**
- Alternatively, staff can contact Ofsted on [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) or call **0300 123 1231**
- Concerns may be raised verbally or in writing.
- Staff who wish to make a written complaint are advised to set out the background and history of the concern, giving names, dates, and places, where possible, and the reason for the disclosure. This will make any investigation easier to complete.
- Concerns or allegations which fall within the scope of specific procedures (for example safeguarding or bullying concerns) will normally be referred for consideration under those procedures.
- Some concerns may be resolved by agreed action without the need for investigation.
- If urgent action is required, this will be taken before any investigation is conducted.
- A disclosure in good faith to the managers or managing director will be protected. Confidentiality will be maintained wherever possible, and the employee or volunteer will



- not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the setting.
- If you are worried at any stage about how to raise your concern, you should seek independent advice at the earliest opportunity. You can do this through the independent whistleblowing charity public concern at work on **0207 404 6609** or by email on [whistle@pcaw.org.uk](mailto:whistle@pcaw.org.uk). For further information, visit their website [www.pcaw.co.uk](http://www.pcaw.co.uk)
- If your concern is about an immediate or current risk to an individual child or children, it is important that you follow the child protection procedures that apply to the local authority.
- The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures.'
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal.
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal.
- We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues or concerns observed.

## **Emergency Plan Policy**

### **Aim of Policy**

To deal with emergency situations quickly, effectively, and safely. We take all reasonable steps to ensure the safety of children, staff and others on the premises, communicating policies clearly to staff on induction and through training.

### **Procedures - Evacuation**

- The emergency evacuation warning signal will be repeated short whistles, which may be blown through the phone to ensure that all rooms can hear clearly. Upon hearing the emergency warning signal, all staff must follow the evacuation procedure and a roll call will be taken.
- The person in charge will assess the situation and establish a basic overview of the incident. They will access the emergency plan file situated in all rooms.
- The person in charge will take immediate action to safeguard children, staff, and visitors.
- Any casualties will be attended to, and first aid administered if appropriate.
- If appropriate, we will dial 999 for the emergency services and provide them with an overview of the situation.
- We will locate any equipment that we may need.
- We will refer to the list of emergency contact numbers for additional support if required (e.g. Water Company, electricity provider.)
- We will make sure that all phones are fully charged so that we can contact parents and carers and inform them of any incidents or change to collection.
- We will ensure that phones are taken out into the garden during outdoor play so that lines of communication are always open in the case of an emergency drill.
- In the event of a major incident, we will keep parents and carers informed via local radio stations. This information can be found in the Emergency Plan Folder.
- The all clear will be given using one long blast of the whistle, which may be blown through a phone for all staff to hear.
- Regular drills will be held to practice exercising the lock down procedures, using non-alarming scenarios. Staff will take part in an evacuation drill during their induction.

### **Procedures - Lock Down**

- We will use the lock down procedure when the safety of the children, staff and others on the premises are at risk and we are better placed inside the current building, with doors and windows locked and blinds and curtains closed.
- A lock down will occur when it is necessary for the community to remain indoors, or if outdoors, to return indoors quickly.
- The signal will be repeated long whistles which may be blown through the phone to ensure that all rooms can hear clearly. Upon hearing the emergency warning signal, all staff must follow the lockdown procedure and a roll call will be taken.

- All staff and children will remain in the building. Staff will remain calm and keep the children distracted in a calm fashion.
- If outside when the emergency signal is given, staff and children must immediately return to the building.
- All children will stay with staff in their rooms where safe to do so.
- All windows and doors will be closed and secured. We will close all blinds. The room supervisor is to take responsibility.
- Staff will perform a roll call of the children and perform continual headcounts.
- We will not open the door to any person unless they are recognised by staff, police, or produce appropriate identification.
- No one will be permitted to leave the building until it has been deemed safe to do so.
- The all clear will be given using one long blast of the whistle, which may be blown through a phone for all staff to hear.
- In the case of a lockdown, staff should lock the door until the emergency services arrive and deal with the outdoor situation.
- We will ensure that phones are taken out into the garden during outdoor play so that lines of communication are always open in the case of an emergency drill.
- In the event of a major incident, we will keep parents and carers informed via local radio stations. This information can be found in the Emergency Plan Folder.
- Internal communications will be kept to a minimum. Communication between rooms will be through internal telephones, intercom systems, two-way radios or mobile phones.
- The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation. The manager or acting manager will manage the situation dependent upon the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.
- Regular drills will be held to practice exercising the lock down procedures, using non-alarming scenarios. Staff will take part in a lockdown drill during their induction.

## Prevent Policy

### Aim of Policy

To ensure all staff are aware of the prevent strategy and are able to protect children and young people who are at risk of being radicalised by working alongside other professional bodies and agencies to ensure that individuals are safe from harm.

### Procedures

- Bluebells is fully committed to safeguarding and promoting the welfare of all children and young people who we work with. As a childcare provider, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.
- All staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty, and mutual respect as a part of Prevent Duty.
- Staff are supported to understand how promoting British Values contradicts radicalisation.
- **Jenna Smith, Gemma Cash, and Ellie Lloyd** (Designated Safeguarding Leads) are the identified single point of contact in relation to prevent duty.
- Staff are aware that any concerns regarding prevent duty should be referred to the Designated Safeguarding Leads immediately who will in turn contact the Merseyside Police Prevent team. In emergencies, staff will contact 999.
- Staff have access to relevant contact details should they wish to raise a concern directly as opposed to reporting to the Designated Safeguard Leads.
- We will provide appropriate training to staff as part of their induction. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- Staff will renew their prevent duty training at minimum every three years.
- Staff and parents / carers will report any concerns they have to do with staff and families to the Designated Safeguarding Officer.
- With consent, staff will report any concerns they have to the Channel Panel Process, the multiagency referral and intervention process to identify vulnerable individuals. It provides early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- Our local Prevent or Channel Police Co-Ordinator will be the point of contact for any staff or parents who have concerns they wish to raise.
- The local Prevent or Channel Police Co-Ordinator will be involved in case discussions and collate relevant information in relation to referrals into the Channel process.
- The local Prevent or Channel Police Co-Ordinator and our Designated Safeguarding Officer for the nursery, will be responsible for attending Chanel panel meetings, where necessary, to support assessment and intervention.
- We will assess the risk of children being drawn into terrorism and have a general understanding of the risk affecting children in the surrounding area in which we live.



- We will ensure that our staff understand the risks so they can respond in an appropriate and proportionate way. Staff will have access to information regarding signs to look out for should a child or young person be involved in radicalisation.
- As with managing safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. The key person approach means we already know our key children well so that we notice changes in behaviour, demeanour, or personality quickly.
- We will not carry out unnecessary intrusion into family life, but we will take action when we observe behaviour of concern. The key person approach means we already know our key children well so that we notice changes in behaviour, demeanour, or personality quickly.
- We will assist and advise families who raise concerns. It is important to assist and advise families who raise concerns and be able to point them to the appropriate support mechanisms.
- We will be aware of the online risk of radicalisation using social media and the internet.
- We will ensure that staff are vigilant outside of the nursery of their environment and any activities which may put them and/or the children at risk of radicalisation and make sure that they know what to do. For example, if individuals were handing out leaflets or literature, staff should report them to the Police or the Prevent Team.
- We will work in partnership with our local Prevent Team and Channel Police Co-Ordinator for guidance and support.
- We will follow 'Prevent duty guidance: for England and Wales (accessible)'
- To report a concern, contact Merseyside Police dedicated Prevent Team on:

\*Landline: **0151 777 8433**

\*Email: [msoc.prevent@merseyside.police.uk](mailto:msoc.prevent@merseyside.police.uk)

- Staff can access further information and advice on [www.educateagainsthate.com](http://www.educateagainsthate.com)



## **Promoting British Values Policy**

### **Aim of Policy**

To promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect, regardless of background.

### **Procedures**

The government set out its definition of Fundamental British Values in the 2011 prevent strategy and these values have been reiterated in 2014. This sets out the need for "British Values" to help everyone live in safe and welcoming communities where they feel they belong. Not unique to Britain, these values are universal aspirations for equality. As such, they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society. At Bluebells, these values are reinforced regularly and in the following ways.

### **Democracy – Making Decisions Together**

- Staff encourage children to know their views count and to value the views of others.
- Staff encourage children to talk about their feelings and the feelings of others.
- Staff support children to make decisions and provide activities that involve turn-taking, sharing, and collaboration.
- Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Children's opinions are valued, and we routinely ask them questions about the provision where they can give their views.

### **Rule of Law – Understanding Rules**

- Staff ensure that children understand their own and other's behaviour, consequences, and to learn to distinguish right from wrong.
- Children are taught to value the reasons behind "rules," that they protect us, the responsibilities that this involves, and the consequences when they are broken.
- Visits from authorities, such as Police Officers or the Fire Brigade, will help to reinforce these messages.
- Young children and babies are provided with opportunities to engage in cause-and-effect activities to support them to understand consequences of their actions.

### **Individual Liberty – Freedom for All**

- Children are encouraged to make choices, knowing that they are in a safe and supportive environment.
- Children are provided with opportunities to develop their self-knowledge, self-esteem, and increase their confidence in their abilities.
- Children are given opportunities to express and follow their interests.
- Staff provide a range of experiences that allow children to explore the language of feelings and responsibility.

- Staff encourage the children to reflect on their differences and to begin to understand that we are all free and have different opinions.

#### **Mutual Respect and Tolerance – Treat Others Equally**

- Children learn that their behaviours influence their own rights and those of others.
- Managers and staff create an ethos of inclusivity and tolerance where views, faiths, cultures, and races are valued, and children engage in the wider community.
- All children are encouraged to treat others with respect.
- Staff encourage and explain the importance of tolerant behaviour, such as sharing and respecting other people's opinions.
- Staff provide experiences and offer resources that challenge stereotypes.
- Staff actively promote diversity through our celebrations of different faiths and cultures.
- Children are provided with opportunities to discuss their similarities and differences between themselves and others as they share their own family traditions, celebrations, and experiences.

## **Emotional Health and Behaviour Policy**

### **Aim of Policy**

To promote positive behaviour in the childcare setting for behaviour management.

### **Procedures**

- In the nursery, we have high expectations of behaviour from adults and children. Staff are aware of the ability of babies and children to express their feelings and are sensitive to the emotions displayed by the children and the children's developing ability to control their emotions and spontaneity.
- We aim to reduce incidents of conflict between children by providing well planned areas for children to play in, duplicate popular toys, and large groups of equipment.
- The nursery staff will set clear, fair, and consistent boundaries of acceptable behaviour that are appropriate to the child's age and understanding.
- Staff will use positive reinforcement to inspire good behaviour.
- Children are provided with opportunities for mindfulness activities to encourage self-regulation. Staff discuss feelings and emotions regularly in an age-appropriate manner.
- Examples of unacceptable behaviour are anything that upsets, hurts, offends, excludes, or frightens other. Staff will always discourage negative behaviour and will praise positive behaviour shown by children.
- Staff support children to understand how unwanted behaviour causes other people to feel in an age and stage appropriate manner.
- When children are kind and helpful to each other, staff will point out why they are pleased with the children and encourage them to play and interact with one another in a positive way.
- Children are encouraged to distinguish between right and wrong.
- Children will be made aware that it is their unwanted behaviour that gives the staff concern, not the child themselves.
- Children have access to quiet and cosy areas for children who are feeling overwhelmed to go to.
- If the child is distressed or emotional, staff will distract the child and engage their attention elsewhere whilst talking to the child to establish the cause of their distress. Should the child's behaviour continue to raise a concern, staff will discuss with parents if there is an apparent cause for this and discuss strategies with the parents or carers.
- Any form of physical discipline is not permitted. Children will not be shouted at.
- We promote positive behaviour through praise, rewards such as stickers and certificates. We follow a graduated approach as identified in the SEND policy with regards to persistent unacceptable behaviour.
- Tantrums will be ignored if the child does not hurt themselves or others. We must understand that tantrums are a part of children's learning and development, and they will all experience it at some time.
- If unacceptable behaviour persists, the child will be withdrawn from the activity or group for a short period of time. The child will beforehand be asked if the child or person who has been hurt is alright and to demonstrate that they are sorry. The

incident will be recorded on an incident form and the parents or carers will be asked to sign.

- If extreme behaviour persists, we aim to work with the child's parents or carers to develop appropriate strategies to support the child, staff, and other children in the group. At this point, we encourage parents or carers to provide signed permission to allow us to contact the Early Years Area SENCO team to support us in observing the child and supporting the behaviour plans to consider the most appropriate care.
- At the end of each day, parents will be informed of any behaviour which has given staff a cause for concern.
- Our appointed member of staff, **Gemma Cash** and **Ellie Lloyd**, is responsible for behaviour management issues. Each room will be responsible for logging incidents and will discuss any problems with parents or carers concerning their child. If additional help is required, with the parent's permission, support from outside agencies may be required.
- When possible, the SENCO will attend training to support the setting and will seek the support of the Early Years Area SENCO, **Karen Burke** via [karenburke@wirral.gov.uk](mailto:karenburke@wirral.gov.uk)

### **Significant Incidents**

- In the event of a staff member having to physically intervene to protect a child from harming themselves, harming others, or damaging property, staff will act appropriately by moving the child to a safe space. A significant incident record will be recorded and shared with parents or carers when collecting their child. The confidentiality of the other children involved will be maintained.
- In circumstances where physical intervention is required, staff must follow the physical intervention policy.

### **Biting**

- We always follow a positive behaviour policy to promote positive behaviour. However, we understand that children may use certain behaviours, such as biting, as a part of their development. Biting is a common behaviour that some children may go through and can be triggered when they do not have the words to communicate their anger, frustration, or need.
- The nursery uses the following strategies to prevent biting: sensory activities, biting rings, adequate resources, and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten, we will use the following procedures:
  - Comfort any child who has been bitten and check for any visible injury. Administer any first aid where necessary. Complete any incident or accident form and inform the parents or carers via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
  - Inform the child who has caused the bite in terms that they can understand that biting is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to demonstrate that they are sorry if this is deemed developmentally appropriate. Complete an incident form and share with the child's parents or carers at the end of the session.

- If the child continues to bite, carry out observations to try to distinguish the cause.
- Arrange for a meeting with the child's parents or carers to develop strategies to prevent the biting behaviour. Parents and Carers will be reassured that it is a part of a child's development and not made to feel that it is their fault. We may ask them to contact their health visitor for further advice.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault, we may ask you to contact your health visitor for further advice.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.
- If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.
- In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g., in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.
- In the event of a continual incidents Bluebells Day Nursery have the right to terminate your child's place from immediate effect.

### **Well-Being in the Early Years Policy**

It is important to realise that well-being is a much broader concept than happiness in the moment. While it does include happiness, it also includes other things such as how satisfied people are with their life, how in control they feel and their sense of purpose.

#### **Aim of Policy**

In this policy we will look at well-being in the early years in relation to adults and the children.

#### **Own well-being**

- For you to be able to support well-being in your children you first need to start with your own health and emotional well-being. You need to become a positive role model for the children in your care by showing children how to take care of your own well-being.
- As an early year's practitioner, you will often work long days so always ensure you keep hydrated and rest on breaks. You may be working under pressure and at a high speed, causing possible stress or other mental well-being concerns. It is important to voice any mental health or well-being concerns to enable sufficient support to be provided.
- Staff have access to mental health support and information via our Mental Health Officer, **Ellie Lloyd** or **Gemma Cash**, or contact details to external agencies in the office.

#### **Staff Well-Being**

- We have an open-door policy with management to discuss personal matters which will be dealt with sensitively.
- Staff are provided with opportunities to discuss their well-being and workload during supervisions and appraisals in addition to our open-door policy.
- Management have time in the room to fully understand the pressures of practitioner's roles to provide sufficient support.
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis.
- Management makes a conscious effort to reduce paperwork for staff.
- Continuing professional development for all staff supports practitioners to develop pride and fulfilment in their role.
- Staff are encouraged to take part in planned social events to promote team building and encourage positive professional partnerships within the team.
- Performance management.
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting.
- Staff are rewarded with 'payday treat day' to make them feel valued for all their hard work.
-

- Annual appraisals focus on practitioner's strengths and continuous professional development.
- All staff are encouraged to contribute to the self-evaluation form of our setting.
- Recognition on staff birthdays and special occasions.
- A staff room for time to relax during break times.
- Management is available to help and take off pressure in the room when needed.
- Staff are encouraged to take part in mindfulness activities alongside the children.
- Full time staff have been reduced to a contracted four-day week to promote work/life balance.
- Staff are listened to, and any concerns will be dealt with.

**Designated person for emotional health and well-being: -**

- **Ellie Lloyd**
- **Gemma Cash**

In their absence: **Helen Lloyd**

- Bluebells Day Nursery wants to ensure that staff are supported and encouraged to develop personally and professionally. We recognise that staff wellbeing is important to pupil achievement and the setting's performance.
- Bluebells Day Nursery is committed to making sure that this Wellbeing Policy is implemented so that everyone can cope successfully with the demands in their lives, whatever the cause of stress.
- The purpose of this policy is to maintain a setting ethos which supports staff health and wellbeing by making sure that all employees are treated fairly and consistently.

### **Physical Well-Being**

- Moving and keeping physically fit
- Caring for your health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns
- Avoiding excess alcohol
- Avoiding toxins such as cigarettes, vapes, or drugs.

### **Mental and emotional well-being includes:**

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

It is essential to take care of your body as well as your mind.

### **Top Tips:**

- Eat a well-balanced diet and ensure you do not skip meals, especially breakfast
- Keep hydrated, keep a bottle of water with you and sip throughout the day



- Follow the guidelines for a healthy diet (see links below)
- Ensure you have at least 7-9 hours' sleep a night
- Avoid drinking alcohol to excess.
- Reduce your stress by discussing concerns with your manager.
- Take time each day to calm your mind.
- Mindfulness activities are ideal for this or if you do not have time for this, then just take some time to yourself to breathe and take stock of your day.
- If you smoke, try to use techniques to reduce or stop smoking.

### **Children's well-being**

Children's well-being will follow the same lines as your own. You need to ensure that children know how to keep themselves healthy. Well-being is at the heart of the EYFS so we need to make sure that we are doing all we can to meet all well-being needs.

We can do this by:

- Teaching the children about making healthy food choices.
- Provide opportunities for children to access fresh drinking water and remind children about the need to drink, even if they are not active.
- Teach and encourage the children to wash their hands and why and when they need to do this.
- Teach the children the importance of brushing their teeth and visiting the dentist.
- Teach the children the importance and health benefits of being physically active and provide opportunities for active and outdoor play throughout the day.
- Provide time for rest and relaxation and space to do this both indoors and out, to rest and relax away from the active spots.
- Children have continuous access to a calm and cosy area alongside self-regulation resources.
- Provide opportunities for mindfulness activities.
- Promoting 'mindfulness morning' using calming music.
- Children are supported to develop an understanding of their feelings in an age-appropriate manner through activities, books, and discussions.
- Offer opportunities for children to talk about how they feel and supporting children who may be anxious or upset to talk through their worries.
- Support children and parents to know what sleep is required for each age range and why by putting a sleep recommendations poster on our parent carer boards and posting advice posters on our social media page for parents to read.
- Being positive well-being role models for children in your care.
- Always following our safeguarding policies and procedures – safeguarding children is paramount.



As Early years practitioners we will identify factors that may pose a risk to a child's social & emotional well-being as part of the on-going assessment of their development. This could include

- A child being withdrawn
- A child being unresponsive.
- Delayed speech or poor communication & language skills
- Children showing signs of a behavioural problem.

We will take appropriate action needed to ensure we are meeting all the children's well-being needs. E.g. meet with parents to discuss needs, contact relevant professionals.

### **Helpful links**

#### **Physical guidelines for early years**

Non-mobile children - <https://goo.gl/2QY3NL>

Mobile children - <https://goo.gl/tzPG7a>

Adults - <https://goo.gl/zNxhn6>

Sleep diary - <https://goo.gl/1uoL2d>

Eat well guidelines - <https://goo.gl/k6VPRn>

Improve your mood - <http://ow.ly/ajYb30nP0Sww>

**If you need support your own well-being or someone on the team and feel there is a cause for concern there are many support agencies to call:**

Samaritans: 116 123 - <http://ow.ly/jPao30nP01w>

Mind: 0300 123 3393 - <http://ow.ly/JmeY30nP070>

Papyrus (support for those under 35 years old): 0800 068 41 41 - <http://ow.ly/mxXo30nP08r>

Anxiety UK: 03444 775 774 - <http://ow.ly/y64s30nP0aO>

### Physical Intervention Policy

*A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purpose of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if necessary. Providers must keep a record of any occasion where physical intervention\* is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable - Statutory framework for the EYFS*

- *Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.*

### Aim of Policy

To promote positive behaviour in the childcare setting and ensure the safety of the children at all times.

### Procedures

- In exceptional situations it is necessary to physically restrain a child and the most appropriate action to take. **Restraining a child at the right time, in the right way, for the right reasons, can be a better thing to do than failing to restrain them.**
- Physical intervention will only take place in the instance of averting immediate danger or physical injury to any person (including the child) or to manage a child's behaviour if necessary.
- At Bluebells we see restraining a child as a last resort. This means that children should only be restrained when it cannot be avoided and restraining them is necessary because of our duty to care for the child and other children.
- The person in charge will be notified immediately of the physical restriction and the circumstances surrounding it.
- A record will be kept of any occasion where physical intervention has been used. This will have a thorough breakdown of the environment and the incident. Parents and/or carers will be informed on the same day or as soon as reasonably practicable.
- We believe the promoting of positive behaviour at all times is a good foundation for successful management of behaviour without the need for physical intervention. (See emotional health and behaviour policy).
- Any incident of physical intervention should encourage the reflection on the following:
  - Confidence that the physical intervention was necessary and other responses were not more appropriate.
  - That the physical intervention was safe and effective and safe.
  - The techniques used were the least intrusive and for the shortest time possible.
  - Any alternative strategies that could have been employed to avoid the intervention.

## Anti-Bullying Policy

### Aim of Policy

At nursery our prime concern is the safety, well-being, and happiness of not only the children in our care, but also the adults working within the nursery. We aim for children to develop their self-esteem and confidence, and we will not tolerate any form of bullying from another child or adult.

We define bullying as:

*"Bullying is any behaviour which is deliberately intended to hurt, threaten, or frighten another person or group of people. It is usually unprovoked and is often repeated and can continue for a long period of time. It usually reflects an imbalance and an abused power. Bullying behaviours are aggressive although they may not seem so"* Sonia Sharp is a representative of the Victorian Education Department on the National Centre Against Bullying.

The defining features of bullying are:

- It is a form of aggressive behaviour which is usually hurtful and deliberate.
- It is invariably persistent, sometimes continuing for weeks, months or even years.
- It is difficult for those being bullied to defend themselves.
- An underlying feature is an abuse of power and a desire to intimidate and dominate.

### Procedures

- Staff are aware that bullying behaviour can be subtle.
- Staff talk to the children and discuss feelings as a consequence of unkind behaviour.
- We encourage cooperative behaviour through positive praise and role modelling of acceptable adult behaviour.
- Ensuring that groups of children, who may be at risk, are given additional support.
- Ensuring children are given appropriate support to help them in their play.
- Adopting anti-bullying attitudes and value, by valuing and praising positive behaviour from children and staff.
- Promoting fundamental British Values.
- Aiming to resolve conflict between children quickly and fairly by listening to the children, interrupting their behaviour when they find it difficult to express themselves, and setting clear boundaries as to what is acceptable when playing and learning.
- Encouraging the children and adults to show respect towards each other.
- Respecting the views, values and beliefs of other adults and children.
- Using authority appropriately
- Fostering an atmosphere of respect where the voices of all adults and children can be valued and heard.
- All staff can seek advice and support if they feel they are being bullied in the work place, initially with the nursery manager, if it is difficult for staff to raise issues with the nursery manager they can raise these with the Managing Director-Helen Lloyd email: [bluebellshelen@gmail.com](mailto:bluebellshelen@gmail.com)

If a child bullies another child and children:

- We intervene to stop the child harming the other child or children.
- We explain to the child doing the bullying (age appropriate) why his/her behaviour is inappropriate.
- We give reassurances to the child or children who have been bullied using short phrases and basic words such as "it makes.../me sad when you hit", naming the behaviour that is unwanted.
- We help the child who has done the bullying to say sorry for his/her actions. This may not always be appropriate depending on the child's level of understanding. Words spoken do not always reflect a child's feeling sorry for example can be tokenistic and not said with understanding.
- We make sure that children who bully receive praise when they display acceptable behaviour.
- We do not label children who bully.
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; for example the use of a "positive book". This helps adults to focus on positively reinforcing good behaviour and sharing this with one another.
- We work in partnership with parents to support children's well-being and self-esteem for both the bully and the bullied.

### **Dealing with Racial Harassment or Discrimination Policy**

*The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported – Statutory framework for the EYFS*

#### **Aim of Policy**

The nursery is committed to promoting tolerance and fairness towards all members of staff, students, volunteers, children and parents/carers. We fully and whole heartedly adhere to both the spirit and the detail of both the race relations act 1976 and the race relations (amendment) act 2000 which outlaws discriminations against anyone on grounds of race, colour, nationality or ethnicity.

#### **Procedures**

- The nursery setting accepts its duty to try to eliminate discrimination and to promote equality of opportunity and good relations. All staff and children at the nursery are entitled to an environment free from harassment and discrimination, as outlined in the equality of opportunities policy.

#### **Preventing racial harassment and discrimination**

Proactive steps can be taken to prevent racial harassment and discrimination and the nursery believes this is more effective than tackling a situation once it has already occurred, therefore alongside the procedures outlined later in this policy to deal with incidents of racial harassments, the childcare setting will:

- Ensure that all children are valued and encourage individuals to treat each other with respect, regardless of their race, colour, nationality, or ethnicity.
- Actively promoting Fundamental British Values.
- Acknowledge the existence of racism in society and take steps to promote harmonious race relations in our community.
- Promote good relations between different ethnic groups and cultures within the nursery and in the wider community.
- Ensure that different cultural and religious needs are met, understood and communicated to all individuals involved in the nursery.

#### **Examples of racial harassment and discrimination**

Racial harassment and discrimination can manifest itself in a variety of ways, some overt and others much less so. Some examples of unacceptable behaviour include:

- The use of patronising words or actions towards individual for racial reasons – including name calling, insults and racial jokes.
- Threats made against a person or group of people because of their race, colour, nationality or ethnicity.
- Racist graffiti, other written insults or the distribution of racist literature.

- Physical assault or abuse against a person or group of people because of their race, colour, nationality, or ethnicity.
- All staff and children should be encouraged to take responsibility for promoting racial tolerance and for protecting each other from racial harassment or discrimination by reporting any suspected incident to the nursery manager or another responsible person.

#### **Addressing racial harassment and discrimination**

- If a member of staff witnesses an incident of racial harassment or discrimination occurring at the nursery they will be required to report the incident to the nursery manager or other senior member of staff.
- If a child becomes aware of an incident of racial harassment or discrimination occurring at the childcare setting they will be encouraged to share the incident with the duty manager.
- Any allegation made against a member of staff or a child will be investigated thoroughly. The individual concerned will be told that such behaviour will not be tolerated at the nursery and that steps will have to be taken to ensure that it does not happen again. Disciplinary procedures may be followed.
- In the case of children, incidents will be reported to their parent/carer and a course of action agreed upon to resolve the situation.

### **E-Safety Policy**

*Providers must take all necessary steps to keep children safe and well. Providers must have and implement a policy, and procedures, to safeguard children. - Statutory framework for the EYFS*

#### **Aim of Policy**

To safeguard staff and children ensuring we have appropriate measures in place to minimise the risks that the use of modern technology such as the internet, mobile phones, handheld devices and social network site may bring.

We have a commitment to keeping the children, and staff, safe. The e safety policy operates at all times under the 'umbrella' of the safeguarding policy. The e safety policy is the implementation of the safeguarding policy and mobile phone policy in relation to electronic communications of all types.

#### **Procedures**

- The internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing lifelong learning and employment. It is important for children to learn to be e safe from an early age and we can play a vital part in that.
- The internet is used in the nursery to support the professional work of staff, to allow effective planning and to enhance the nursery's management information.

#### **Computer, Nursery Devices, and Internet use**

- Computers and network accounts are the property of the company director and are designed to assist in the performance of the nursery. All computers have appropriate software to ensure safe internet use. Any faults in the equipment must be reported to the manager.
- If staff discover unsuitable sites have been accessed on the computers, they must report their findings to the manager immediately so that the filters can be reviewed.
- Bluebells Day Nursery reserves the right to examine or delete any files that may be held on the system and to monitor internet site visits. The computer history will be checked regularly.
- Use of the computer system to access inappropriate materials such as pornographic, racist or offensive material is forbidden.
- Activity that is found to be unsuitable or that attacks or corrupts other systems is forbidden.
- A member of staff will be present in the room when children are using the internet to ensure it is appropriate. Children will only use age-appropriate software.
- Staff are aware of the online risks of radicalisation through the use of social media and the internet.
- Nursery tablets and computers are password protected.
- A nursery mobile is accessible for outings and is password protected.

- Preschool internet access will be tailored expressly for educational use and will include appropriate filtering. Staff will guide pupils in online activities that will support their learning journals.
- Social networking sites will not be accessed during working hours. Any member of staff found doing so will face disciplinary action which may lead to dismissal.
- Copyright of materials must be respected.
- Staff must ensure that their online activity, both in work and outside, will not bring the nursery or their professional role into disrepute. Any member of staff who does not follow this will face disciplinary action which may lead to dismissal.
- All staff have a duty to report any e safety incident which may impact on them, their professionalism, or the setting.
- Ensuring we have appropriate antivirus and anti-spyware software on all devices.
- Ensuring no social media or messaging apps are installed on nursery devices.

### **Mobile phones**

- Staff cannot carry or use their personal mobile phones whilst working in the setting.
- Nursery telephone number should be given out to be used as an emergency contact for staff.
- Staff should not go into their lockers to receive a phone call or text during working hours.
- At no time is a personal mobile phone to be taken into any area in which the children are present (both indoors and out).
- Staff may not use any camera facility on their mobile during a session.
- All staff must leave their mobile phones in the phone box during work time and should be switched to silent. Management is responsible for locking phones away outdoor of staff break times.
- Parents and visitors to the nursery will be asked to adhere to the nursery mobile phone policy for the safety of the children.
- Reference should be taken to the settings mobile phone policy.

### **Digital images**

- Staff must only use the settings own digital tablets and phone to take any photographs. These will be deleted monthly.
- Staff cannot use any other digital device to take photographs in the setting.
- After a child has left the setting all images of that child will be destroyed. The only images kept will be those of prosperity.
- Children's Tapestry accounts will be deleted following a month from their last day.
- Parent/carers permission will be obtained for all images taken. This will be gained when all children start nursery. We ensure that parents know their child may also be on another child's photograph, but not as the primary person, that may be used in that child's learning journal.
- Video footage will be taken for a child's individual online learning journal only.



### **Social Media**

- Where photographs are used on the website or for promotional purposes prior permissions will be sought and no child's full name will be named.
- Photographs displayed on social media will be posted sensitively.
- Photographs of children partially dressed, such as during a messy play activity, will not be published on social media.
- Being aware of the need to manage our digital reputation, including the appropriateness of information and content that is posted online, both professionally and personally. This is continually monitored by the setting's management.
- We have separate permission to use any images for any open public pages that we use for marketing purposes.
- Only the designated person or management can post on our social media pages.
- We monitor comments on all posts and address any concerns immediately.
- See 'social networking policy' for more information.

### **Photography, CCCTV, and Recording Devices Policy**

*Providers must ensure that all staff understand the need to protect the privacy of children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality - Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure any images are used to record and celebrate the achievements of children during their learning journey within nursery and are kept secure and in line with parental wishes.

#### **Procedures**

- All tablets/laptops/computer systems are password protected to comply with the GDPR 2018.
- The use of any digital imaging equipment for any activities within the nursery or on outings will be assessed by the manager as part of the nurseries risk assessment.
- We ensure that any photographs or recordings taken of the children are only done with written permission from each child's parent/carer.
- Permission is gained upon registration for photographs to be taken.
- We will request a separate permission for use of video recordings for use within the setting.
- Parents are made aware that their child may also be on another photograph, but not as the primary person, that may be used in another child's learning journey.
- If a parent is not happy about one or more of these uses in the learning journeys their wishes will be respected and we will find alternative ways of recording their child's play or learning.
- Parents can withdraw consent at any time, and it is the responsibility of the manager to ensure all staff are aware of this.
- Staff are not permitted to take photographs or recordings of a child on their own devices and only use those provided by the nursery.
- Parents and carers are not to use recording devices or cameras on the premises without the prior consent of the manager.
- During special events e.g. Christmas or leaving parties, individual permission will be sought prior to the event on a separate permission sheet. If any parent expresses that their child is not to be photographed or filmed on these occasions, cameras and recording equipment will not be allowed.
- Images stored on a computer will not be stored for any longer than 6 weeks, after this date they will be deleted.
- Video recordings will be stored securely on disc to be deleted when no longer required.
- **Disciplinary action could be the result if the nursery is brought into disrepute or if this policy is not strictly adhered to.**

## CCTV

- The nursery CCTV surveillance is intended for the purposes of protecting the nursery building and resources.
- The system comprises of two fixed cameras on the outside of the building.
- The use of CCTV to control the perimeter of the nursery for security purposes has been deemed to be justified by the nursery management. The system is intended to capture images of intruders or of individuals damaging property or removing goods without authorisation or of antisocial behaviour.
- The location of CCTV cameras will be indicated and adequate signage will be placed at each location in which a CCTV camera is sited to indicate that CCTV is in operation.
- External cameras are non-intrusive in terms of their positions and views of neighbouring residential housing and comply with the principle of "Reasonable Expectation of Privacy."

### **Confidentiality Policy**

*Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure information relating to the child is handled in a way that ensures confidentiality - Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure that the sharing of information is treated with utmost care.

#### **Procedures**

- All information collected both on an organisation and individual basis, will be stored safely and treated with the utmost respect.
- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery.
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR), Data Protection Act 2018 and the Freedom of Information Act 2000 regarding the storage of data and access to it.
- All staff being aware of the need to maintain the privacy and confidentiality of information within the nursery.
- Parents will be able to access information relating to their own child but will not be given information on other children or staff in the nursery.
- Staff will not discuss children, other than for the purpose of curriculum or group planning, with people other than the parents of that child. We will always request parent's permission to discuss their child with other professionals involved with the child.
- We will offer parents the opportunity to share information with us to enable us to meet the needs of their child. If information is shared that gives the staff concerns about the safety or welfare of a child then we would follow our local safeguarding children partnership policy, recognising the importance of information sharing between professionals and local agencies.
- Whilst the GDPR 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- We are required to keep information on staff and children working and attending the nursery on site to adhere to Ofsted regulations.
- All information will be stored securely in the nursery and will only be accessible to the relevant member of staff. All cupboards will be secured, and keys will be accessible to nursery staff only.



- Any information stored either in written format or on the nursery data base will comply with the GDPR 2018. Information stored on computer can only be accessed through a secure password.
- Ensuring that all staff, volunteers, and students are aware that information about children and families is confidential and only for use within the nursery and to support the child's best interests with parental permission.
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality.

### **Missing Child Policy**

*Providers must take all necessary steps to keep children safe and well. Providers must have and implement a policy, and procedures, to safeguard children. - Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure, in the event of a child going missing from the nursery the correct procedure is in place and that the requirements for doing so are known, understood and implemented by the staff and parents/carers.

#### **Procedures**

- We will regularly check during the session that the number of children registered are present. It is essential that the registration procedures are always followed to allow staff to know the number of children in their care.
- Staff will carry out headcounts when children move from one area to another. This includes moving room to room, or from indoors to outdoors.
- Staff will sign children in and out of the setting immediately when they are dropped off at the beginning of the session and collected at the end of the session.
- If a child is missing, we will gather all the children in a safe and caring way, to minimize any distress. The Manager, or person in charge, will be informed and nursery staff will search the whole nursery together with any storage areas, toilets, or outside play areas.
- If the child is still missing, the search will be widened to the whole setting and surrounding areas. All nursery staff will be asked to take part in the search in the nursery and in the wider area outside the nursery. It is essential that the people searching for the child know him/her and are known to the child.
- Having identified that the child is not in the nursery or within the immediate area, the parents and the police will be informed immediately.
- The search will continue under the direction of the police who attend the incident.
- Following the incident, we will inform Ofsted of the circumstances and the outcome.
- We will assess our practice, taking advice from the police, and identify how the incident happened and how we can minimise the opportunity of such an incident happening again.
- Parents will be informed of every circumstance, even if the child is located in a very short space of time.
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings.
- In any cases with media attention staff will not speak to any media representatives.
- In the case of a child going missing on an outing, the above policies apply where applicable and nursery is to be informed immediately.
- If possible, staff must seek help from the on-site security and will provide a description of the child. The police will be contacted if the child is not located.
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

## **The Arrival and Collection of Children Policy – Including Non-Collection of a Child**

*Providers must only release children into the care of individuals who have been notified to the provider by the parent, and must ensure that children do not leave the premises unsupervised – Statutory framework for the EYFS*

### **Aim of Policy**

To ensure that children are safely delivered and collected from the nursery, and that the requirements for doing so are known, understood and implemented by the staff and parents, carers.

### **Procedures**

- On the registration form, information will be taken from the parents, regarding adults who, other than themselves, are permitted to collect their child from the nursery.
- Parents are aware that they are responsible for their own child's safety, until they enter the nursery. Access to the nursery will be controlled.
- If the person arriving at the nursery is not known to the staff, they will be asked to sign the visitors' book and will only be admitted with the agreement of the deputy or manager. They will be supervised as per our visitor's policy.
- We have an open-door policy with regards to drop off and collection. Parents or carers with parental responsibility have a right to collect their child at any time, without notice.
- If staff have concerns that the individual who is collecting is unfit to care for the child, due to suspected of being under the influence of drugs or alcohol, staff may withhold the child and contact the Wirral Integrated Front Door Team for advice.
- Parents and carers are asked to inform staff if someone different is collecting.
- Whilst it is expected that the parent registering the child will be the person collecting the child in the event of an emergency the following procedure will be followed:
  - Children can only be handed over to adults who are known to the nursery staff.
  - When registering with the nursery, parents will nominate persons who can collect the children. These records will be updated annually.
  - If these are not known to the staff, a brief description of the person should be given and a system of passwords known only to the nursery, the parents and the person collecting will be used. This is to ensure we are handing children over to an appropriate adult,
  - A person collecting a child must be over the age of 18.
  - If a nominated person arrives to collect the child and knows the password but nursery staff have not met them before, then the parents will be called as a second safety measure.
- Parents will be advised that if a child is not collected and no contact can be made with named contacts one hour after the expected time of collection, we would contact the local safeguarding children's partnership, The Wirral Integrated Front Door Team, or

the emergency duty team (depending on the time of day) to seek advice on how we should proceed. Their guidance will be followed.

- The key person will welcome their key children whenever possible. The children will be registered, identifying the time they arrive at nursery. The key person or 'buddy' will take responsibility for the supervision, oversee the collection of the children, and ensure they are signed out, including the time they leave.
- We will endeavour to advise parents of the action we have taken.
- During handover, staff will discuss the child's day with the parent or carer such as meals, sleep time, activities, interests, and progress made. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure.
- We will review all information held on the children annually and parents have a duty to inform us if there are any changes in any circumstances around the care of their children.
- In the unlikely event that someone gains unauthorised access to the premises and if it feels safe to do so, a member of staff will ask the person the purpose of their visit. If needed our Lockdown policy will be initiated by staff and the police will be called. In any cases where someone has gained unauthorised access to the premises, we will revisit our Arrivals and departures procedures and risk assessment.
- Staff, students and volunteers are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.
- In the case of a child being collected late (after 6:00pm) a late fee will be charged.



### **Trips Into the Community Policy**

*Children must be kept safe whilst on outings - Statutory framework for the EYFS*

#### **Aim of policy**

To minimise the hazards associated with short walks into the community and to ensure the children are kept safe.

#### **Procedure**

- The health and safety of our children is paramount. Staff will be vigilant and safeguard children throughout the outing.
- Staff will take opportunities to promote Cultural Capital and support children's learning and development during the outing.
- On the registration form parents will be asked to sign permission for their child to be taken out of nursery on day trips and walks into the community.
- A separate form is required for trips using transport and full day trips (see outings policy).
- Full risk assessments are kept on file for all the places we go to on a regular walks. Any new destinations will require a visit prior to our walk and a full risk assessment will be completed identifying any hazards and how these will be minimised.
- Parents will be notified verbally of our intentions to go on a walk on the day. They will be informed upon collection if we did go out on a walk and what the learning objectives were.
- Before setting off on a walk staff must complete a short walks risk assessment noting where they are going, what time they are due back, children who have gone and staff who have gone.
- Staff must obtain permission from the person in charge before going on a walk into the community.
- Ratios must be adhered to at all times. 1:3 Babies, 1:4 Tweenies, and 1:5 Pre School.
- Staff must take a completed first aid kit, emergency contact numbers, register, spare clothes, drinks, sun cream, or blankets and nursery mobile phone. Staff and children's personal medication must be taken.
- All children walking will be in walking harnesses.
- Staff must return to the nursery by 3:30pm in time for Snack Time. If staff are running late, they are asked to call the nursery to notify management.
- As part of day-to-day routine, we will talk to the children about road safety and what we do to keep safe.
- After an outing, we will aim to arrive back at nursery by 3:30pm at the latest to ensure that snack time occurs at the scheduled time. If staff are running late, they must call the nursery to notify them of an approximate time of return.
- If staff intend to go on a trip into the local community that arrives back at the setting any later than 3:30pm, arrangements must be in place to take snack with them.

### **Going on an Outing Policy – Wider Community**

*Children must be kept safe whilst on outings. Providers must assess the risks or hazards which may arise for the children, and must identify the steps to be taken to remove, minimise and manage those risks and hazards – Statutory framework for the EYFS*

#### **Aim of policy**

To minimise the hazards associated with undertaking an outing with the children.

#### **Procedures**

Before the visit:

- We will check that our insurance will cover the outing.
- We will visit or thoroughly research the proposed destination, check provisions for snacks, lunches, toilets, baby change etc. We will ensure that all children will be able to access the activities.
- We will undertake a full risk assessment of the areas to be visited and identify any hazards and how these will be minimised. Risk assessment will be completed on the day of the outing, but no more than 2 weeks in advance.
- We will discuss with the manager any particular safety issues such as emergency evacuation procedures and whether a fire drill will be held on the day of your visit.
- We will provide parents with details of the outing and obtain written permission for their child to attend. We will devise a system to ensure we will have all the necessary information on each child before embarking on the trip such as allergies, fears, specific needs.
- We will ensure that we have obtained written consent to seek medical treatment or advice in the event of any emergency when on the outing. We will discuss with parents who do not give consent, the action we will take.
- Staff will be responsible for checking the suitability of public transport used, including whether they can be accessible for prams, such as lifts in a train station. The public transport must be included in the risk assessment and timetables checked.
- Staff to child ratios will take into account how each individual child will be made safe on the outing. The staff to child ratio will be 1:3 children under 2, 1:4 over 2, and 1:5 for aged three and over as a minimum.
- We will ensure that staff and parents understand the group "missing child" policy and how this will be implemented. We will designate a "meeting place" for any groups that become unattached and ensure that all groups have access to a mobile telephone and are aware of the telephone numbers of other group leaders.
- We will make arrangements for the provision of food and mirror the nursery's mealtime routine as best as we can, such as the time children are eating and meal provided.
- Staff will be responsible for providing children with high-visibility vests and discussing stranger danger and health and safety whilst in public with the children.

#### During the visit:

- The health and safety of our children is paramount. Staff will be vigilant and safeguard children throughout the trip.
- Staff will take opportunities to promote Cultural Capital and support children's learning and development during the outing.
- We will leave with the duty manager (or if he/she is on the outing, the appropriate person e.g. the director) the names and addresses of all the people on the trip, together with the estimated time of arrival at the destination and the time of return. We will take a duplicate list on the trip.
- We will nominate a member of staff to take overall responsibility for the outing. Staff will take responsibility for their particular children they are supervising. A list of the children with their contact details is to be provided for each staff member. Systems will be devised to ensure that regular checks are made to ensure all the children are present.
- We will check all the children are present regularly during the outing and before leaving to return home.
- The group will have access to a mobile phone telephone. In the event of an accident, emergency, or losing a child we will arrange to come together as a group, caring for the group of children safely, freeing up staff to continue a search in the area where the child was last seen. (See full "missing child policy").
- We will ensure that parents are given the mobile number to enable to contact the group in an emergency.
- We will have a named member of staff who can be contacted and advise parents if there is a delay such as transport disruption. Systems are to be in place if parents/carers are not able to collect their children due to unforeseen circumstances.
- We will ensure all the children will only be handed over to known adults responsible for the children.

#### Check list

- Completed parental consent form, including permission to seek emergency treatment and advice.
- Contact details on the children and the staff
- First aid kit
- Medication
- Risk assessment
- Mobile phone - ensure it is charged up
- Spare clothes
- Nappies, wipes , cleansing products
- Blankets/suncream
- Food and drink
- Prams/harnesses

## **Equality of Opportunities Policy**

*The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported - Statutory framework for the EYFS*

### **Aim of policy**

That the nursery's equality of opportunities procedures aim to counteract and eliminate both direct and indirect discrimination in decision making, employment practices, and service provision and to ensure that our services strive to achieve equality of opportunity for all.

### **Procedures**

To realise the objective of creating an environment free from discrimination and welcoming to all, the nursery will:

- Be proactive in providing a welcoming and caring environment that promotes and reflects cultural and social diversity and is equally accessible to all. The nursery will endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability.
- All staff makes conscious effort to promote Fundamental British Values daily.
- Ensure that its services are open and available to all parents/carers and children in the local community.
- Ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not inhibit a child from accessing the nurseries services.
- Treat all children and their parents/carers with equal concern and value.
- Have regard for promoting understanding, respect and awareness of diversity and equal opportunities issues in planning and implementing the nurseries programme of activities.
- We will provide a wide range of positive images and objects to reflect non stereo typical roles, racial, cultural and religious diversity and disability.
- Help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.
- Ensure that the nursery's recruitment policies and procedures are open, fair and non-discriminatory.
- Ensure that all members of staff are aware of and understand the equality of opportunities policy as it relates to all aspects of our work.
- Encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes, and to challenge any discriminatory incident.
- The nursery manager will be responsible for ensuring that the equality of opportunities policy is implemented and that its effectiveness is regularly monitored. The nursery manager will be responsible for ensuring that:



- Staff receive appropriate training
- Appropriate action is taken wherever discriminatory behaviour, language or attitudes become apparent.

### **Policy Implementation**

- Our policy is fully implemented at Bluebells, starting with staff induction. All staff are made aware of the policy during their induction. The understanding of the policy and the agreement to adhere to this is checked.
- Our policy is an ongoing working document and as such is open to regular reviews and updates if necessary. We believe two-way communications on the policy is important and encourage our parents and staff to contribute to its effectiveness.
- Our parents receive a welcome pack when they enrol at the nursery and are encouraged to log onto our website to access our full introduction pack including parent's carer handbooks and policies and procedures, which they can also access on tapestry. Equal opportunities policy and communication methods are included in our policies, as well as the policy being accessible to all parents and visitors located at the nursery entrance.
- Bluebells has a full 2 way appeals/grievance and complaints procedure which is also reviewed on an annual basis, or earlier should the need arise.
- If a parent or child's first language is not English, we will contact appropriate agency for advice and assistance.

### **Special Educational/Additional Needs and Disability Policy**

*Providers must have arrangements in place to support children with SEND or disabilities. -  
Statutory framework for the EYFS*

#### **Special Educational Needs and Disability (SEND) code of practice.**

- The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.
- At Bluebells day Nursery we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:
- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

#### **Aim of policy**

- At Bluebells day Nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.
- We are committed to working in partnership with parents in order to meet their child's individual needs and develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.
- The nursery will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early years provider will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns five) to prepare an EYFS Profile of the child.
- Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

- Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:
- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.
- All children will be given a full settling in period when joining the nursery according to their individual needs.

#### **We will:**

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace e.g. gifted and talented children are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need
- Our nursery Special Educational Needs and Disabilities Co-ordinator (SENCO) is **Gemma Cash** or **Ellie Lloyd**.
- Our Early years intervention officer is :**Karen Burke**, email [karenburke@wirral.gov.uk](mailto:karenburke@wirral.gov.uk)



The role of the SENCO in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENCO and share their name with parents
- Have high aspirations for all children and support them to achieve to their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and where possible include the thoughts and feelings voiced by the child
- Signpost parents and families to our Local Offer in order to access local support and services- you can access this via our website [www.bluebellswiral.co.uk](http://www.bluebellswiral.co.uk) and click the 'parents' tab.
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of **ALL** members of staff in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities.
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transitions policy).
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans termly unless other timescales are suitable and work with parents to agree on further support plans



- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g. WellComm programme, sound listening programme and where necessary, BSL trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education and Healthcare (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

### **Effective Assessment of the Need for Early Help**

- Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments, such as the Common Assessment Framework, should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.
- The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs co-ordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen.
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.
- If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a

referral should be made immediately to local authority children's social care. This referral can be made by any professional. *Working together to safeguard children 2018.*

### **Graduated Approach**

- We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, nurseries should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

### **Assess**

- In identifying a child as needing SEN support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

### **Plan**

- Where it is decided to provide SEN support and having formally notified the parents, the key person and the SENCO, in consultation with the parent, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.
- The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.
- Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### **Do**

- The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

- The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking

into account the child's views. Information will be shared with parents about the impact of the support provided.

**Assess** - The key person works with the setting SENCO and the child's parents and brings together all the information, then analyses the child's needs.

**Plan** - The key person and the SENCO will agree, in consultation with the parent, the outcomes they are seeking for the child, the interventions and support to be put in place, the expected impact on progress, development and behaviour and finally a date for review.

**Do** - The child's key person implements the agreed interventions or programmes

**Review** - On the agreed date, the key person and SENCO working with the child's parents, and taking into account the child's views, will review the effectiveness of the support and the impact of the support on the child's progress. They will then evaluate the impact and quality of support on the child.

### **Education and Health Plan (EHC)**

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including

- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEN
- Evidence of the action already being taken by us as the early years provider to meet the child's SEN
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.
- We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

### **Medication Policy**

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

#### **Aim of policy**

To protect children and staff when requested to administer medicine to children.

#### **Procedures for managing prescription medicines that need to be taken during the nursery day:**

- Medicines must be in their original containers with their instructions printed in English.
- Prescription medicines must not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).
- Children who are prescribed antibiotics should stay at home for at least 24hrs from receiving the first dose and be well enough to return to nursery. Children may not attend nursery if they have been on the antibiotics for less than 24 hours.
- Medicine must be in the container issued by the supplying pharmacy, with the patient information leaflet, the child's full name, directions, date, dispensing chemist details and storage instructions.
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist.
- Only one dose of medicine will be administered per day by a staff member (Excluding inhalers or children with an Individual Health Care Plan)
- Medicine must only be administered by Level 3 Qualified member of staff who are first aid trained.
- Any administration of medicine must be witnessed by another staff member and documented.
- Emergency medicines must be taken on outings and emergency drills if needed by specific children in addition to liquid paracetamol.

#### **Emergency Medication**

- Infant paracetamol may be given to treat high temperatures (over 38 degrees Celsius) or as pain relief. Parents have to previously sign consent on the registration form.
- Staff members must only give Calpol for a temperature and should seek advice from management if it is needed due to pain relief.
- If a high temperature occurs, then the parent will be called to check whether the child has already had a dose and if not within the last four hours, asked permission if nursery can supply a dose of Calpol. The child can remain at nursery after one dose and monitored closely.
- If symptoms do not improve or worsen after 1 hour, parents must collect the child.

- We will not administer infant paracetamol to a child for more than 2 days, unless prescribed by a doctor, in conjunction with the recommended guidance.
- If a child requires infant paracetamol on the third consecutive day at nursery, staff must contact parents and the child should be collected immediately.
- If parents inform staff that the child has been given a dose of infant paracetamol before nursery following two consecutive days of it being administered at nursery, the nursery has the right to refuse entry.
- Antihistamine syrup such as Piriton syrup, may be given in the event of insect stings or suspected allergic reactions. Parents will always be contacted for consent, and prior written consent is to be given on registration form.
- Antihistamine syrup such as Piriton syrup, can only be provided if the child has it before on a prior occasion to avoid a potential initial reaction.
- If staff are unsuccessful in contacting parents regarding permission to give Calpol, management must be informed and a judgement made regarding the administration of emergency Calpol, should the child have been in our care for over four hours.
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner.

### **Record Keeping**

- Permission forms must be signed and dated each day with information regarding what dose is required and at what time for prescribed medication. Parents must sign prior to child being administered the medication on a 'Medicine Form.'
- Only Level 3 Qualified staff who are first aid trained are to administer medication and witnessed by a colleague. This must be documented on a medicine form.
- Any administration of medicine must be witnessed by another staff member and documented.
- Appropriate paperwork must be completed and communicated with parents during handover on the day that the medicine was administered with details on the dose provided, the date, and the time. Parents / carers must sign.
- Staff must return the empty bottle to the parent for disposal.
- If a child should refuse to take medicine, they should not be forced. Staff should complete paperwork, inform parent as soon as possible that day, and relevant medical staff if necessary.
- If staff have any doubts or concerns regarding the administration of medicine, they should not continue. They should seek further guidance of information from colleagues, parents, or health professionals concerned with the child.

### **A clear statement of parental responsibilities in respect of their child's medical needs:**

- Parents are to inform staff if their child has had any medication prior to nursery in addition to the time and the reason for the prescribed and non-prescribed medication.

- Parents will be asked to request that doctors prescribe medicines that only need to be administered once or twice a day.
- Parents are to make specific request to staff with information regarding administration of medicine. Complete appropriate permission forms signed and dated each day.

**The circumstance in which children may take any non-prescription medicines:**

- Following a parent's request, staff cannot administer a "scheduled follow-on dose" of infant paracetamol to treat minor symptoms such as teething discomfort or a slightly raised temperature, if the parent have given the child a dose whilst at home, prior to attending the setting. Staff must follow the procedure for 'emergency medication.'
- Staff may only provide non-prescription medicine that is detailed in an Individual Health Care Plan.
- Calpol and Piriton may be administered. Staff must follow the procedure for 'emergency medication.'

**The childcare setting policy on assisting children with long term or complex medical needs:**

- For children with long term medical requirements, an Individual Health Care Plan from the relevant health team will be in place to ensure that appropriate arrangements are in place to meet the child's needs.
- Long term creams and medication will require an individual health care plan and long-term medical form to be reviewed and signed by the parents monthly.
- Staff involved need some understanding of the medical condition.
- Staff involved may need specific training. If all staff need to be aware of the child's condition, an information session is delivered in line with parent's wishes, appropriate forms, and documentation to be completed as above.
- A child who has been identified as being at risk of anaphylaxis will have been prescribed an adrenalin injection (epi-pen).
- If a child suffers a severe allergic reaction, the adrenalin injection will be administered into the muscle of the upper outer thigh. **An ambulance will always be called.**
- Only staff who has received specific training in administering the EpiPen will undertake this.
- A child who has been identified as having Asthma will have been prescribed a reliever inhaler which must be accompanied by a spacer.
- If the child needs their reliever, we will administer 2 puffs every 4 hours as required. If the child needs further puffs in this 4-hour period we will ring parent/carers, as advised by the asthma nurse, as they will require a GP consultation and possible further treatment.
- If a child has a severe episode requiring the maximum dose of 10 puffs within 4 hours **an ambulance will be called.**



### **Policy on children carrying and taking their medicines themselves:**

- It is good practice to support and encourage children who are able to take responsibility to manage their own medicines from an early age, however the children in this setting are all aged less than 5 years and will need support for any medical needs.
- Inhalers are securely stored in the room that the child attends, but easily accessible by staff.
- Children should not be carrying medication. Parents need to hand medication directly to key staff involved in their room.

### **Safe storage of medicines:**

- An emergency nursery supply of fever relief (e.g. Calpol) and antihistamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider.
- Medicine will be stored appropriately in secure childproof box/container away from children in the fridge if necessary. Ensure that fridges have max/min thermometer.
- All medicines need the child's name on a label. This should be placed on the packaging without covering important information.
- Return empty bottle to parent for disposal.
- If staff have their own medicines in the nursery, they must ensure they are securely stored away from the children.
- Staff taking their own medication should not do so in front of the children.
- First Aid Boxes will be checked monthly and restocked immediately where necessary.

### **Risk assessment and management procedures**

- Staff should not dispose of medicines. Medicines should always be returned to parents, who will be advised to take any unused medications to a pharmacy for safe disposal.
- A 'sharps' box will be available for the safe disposal of needles when necessary.
- See nursery policy and documents such as hygiene, hand washing, and infection control.
- Any spillages of blood or other bodily fluids need to be mopped up with disposable cloths, placed inside a bag that is tied and disposed of safely. Staff will wear disposable gloves throughout this procedure.
- Any controlled drugs e.g. Ritalin, brought into the nursery requires extra consideration regarding secure storage. Advice would be sought from the primary care trust.

### **Common medicines that may need administrating**

Asthmas inhalers (reliever)

Antibiotics

Analgesic (painkillers, relieves high temperature)

Anti-fungal cream (thrush)

Nappy cream

Sun cream

### **Less Common**

Epipen  
Diabetic medication  
Epileptic medication  
Ritalin  
Head lice treatment



### **Illnesses and Injuries Policy**

*The provider must promote the good health of the children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill - Statutory framework for the EYFS*

#### **Aim of Policy**

To minimise the spread of infections within the nursery and to care for any children who are taken ill or are injured whilst in our care.

#### **Procedures**

- Children in the nursery need a safe and healthy environment for growth, development and learning. Infections are very common in childhood and are responsible for 80% of illness in the under-fives.
- The policy for exclusion of children who are ill or have an infectious disease will always be discussed with the parent. A list of infectious diseases, the recognition, incubation and exclusion periods are available on the parent notice board. We follow the guidance from the health protection agency.
- Children who are unwell should not attend the nursery and the parent will be encouraged to keep any child who is feverish or has diarrhoea at home until they are well.
- The normal temperature for babies and children is between 36 and 37 degrees Celsius. If the temperature should go above 38c, we will need to take steps to cool them down by
  - Remove clothing.
  - Giving a cool drink.
  - Administering Infant Paracetamol.
- If the child continues to be unwell, parents will be contacted by telephone. If the nursery is unable to do so, we will attempt to contact one of the named emergency people given on the enrolment form. We will describe the child's symptoms and ask that the child is collected from the nursery as soon as possible. While waiting to be collected, the child should be cared for away from the rest of the children. The child should be made as comfortable as is possible and be reassured that they will be collected shortly.
- **There were some slight changes to this throughout the coronavirus pandemic. Please see separate Covid 19 policy and terms and conditions.**
- Ofsted will be informed of any occurrence of a notifiable disease or food poisoning affecting any child within the nursery.
- We will keep parents informed of any cases of harmful infectious diseases or conditions by placing notices on the nursery door. This will enable them to withdraw their child or themselves from the childcare setting.
- Children and staff must adhere to the 48-hour rule regarding sickness and diarrhoea.
- Staff should never diagnose any illness to the parent but should always advise the parent to seek medical advice.

- Staff are to seek advice from Infectious Control during an outbreak to slow the risk of infection.
- Staff will always follow cross contamination procedures.
- The teaching and promoting of good personal hygiene are an important part of the childcare setting.
- Young children often lack basic hygiene and rely on others for their care. All staff must supervise the washing of hands and encourage children to use good hygiene skills when toileting.
- Staff are to wear protective clothing to prevent contamination and transmitting the infection to others. Hygiene procedures are to be fully adhered to when dealing with toileting, nappy changing, and food preparation. Each area must be sprayed before and after changing children, using disposable cloths.
- There will be always a trained first aider on duty when children are present, either in the setting or on an outing. Staff working directly with the children will be required to undertake the 12 hours paediatric first aid training recommended by the local authority. All staff will be offered training and asked to update their qualifications three months before it expires. New staff will be shown where the first aid kits are during their initial induction.
- A named person will take responsibility for keeping the first aid kit replenished and checking the equipment is in date. A first aid kit will be stored in each room and these must be accessible at all times. We will have additional kits in the nursery which can be taken on outings.
- An accident or incident report will be completed if an accident occurs in the nursery or an outing. Where applicable, the report will be witnessed by those present at the time. The nursery manager will be informed and make a decision on what further action to take. Parents will be asked to sign the completed accident form when collecting the child at the end of the day. In the case of a head injury, an advice note will be given to parents.
- If it is deemed appropriate, parents will be immediately informed depending on the severity of the accident and, depending on the level of concern, will be asked to collect their child or meet staff at the hospital.
- Parents will be required to give informed consent when their child starts the nursery to enable staff to seek emergency treatment and advice if it was ever required.
- If parents do not give consent due to cultural, religious, or personal, reasons, they will be advised that to protect the children in our care we would take the necessary action to keep their child safe advising any medical practitioner that we did not have consent to agree to any treatment on behalf of the child. At all times if such an emergency arose, we would contact parents immediately to advise them of the action we were taking to keep their child safe.
- The nursery manager will if required, follow the local authority's policy for reporting under RIDDOR regulations.

- Ofsted will be informed of any serious injury to or death of any child or adult on the premises.
- The accident forms are kept for at least 21 years and three months.
- If a child harms another child, an incident form will be filled out and signed by parents. Confidentiality will be maintained. See 'Emotional Health and Behaviour Policy' for biting.
- We will record any existing injuries, which have occurred outside the nursery. Parents will be asked to explain how the injury occurred and will complete an accident at home form. Any concerns will be raised to the DSLs.
- Should an injury require immediate medical attention, staff must call an ambulance immediately and inform the parents. We will not attempt to transport the injured child in our own vehicles.
- If an ambulance has been called and parents have not arrived at the nursery, we will arrange to meet them at the hospital and for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication, and the child's comforter.
- Following a serious accident, we will review our risk assessments and amend where needed.

### **Nappy Changing Policy**

*Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies – Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure the individual children's needs are met.

#### **Procedures**

- Only staff that have a DBS check and have had full training, will be allowed to change nappies, and assist children in toileting.
- Nappies shall be changed (wherever possible) by the child's key worker.
- Staff who change nappies will wear the personal protective equipment provided (gloves and aprons) and follow cross contamination procedures.
- Children will not be approached from behind to change their nappy and should be told what is being done in an age and stage appropriate manner.
- When changing a child, at no time should the child be left unattended on the changing table. Only one child is to be taken into the changing room at one time.
- The nappy mat will be cleaned after each use with anti-bacterial spray and dispose of the paper towel.
- Children will be thoroughly cleaned with the appropriate product as instructed by the parent.
- We will dispose of the used products immediately. Soiled nappies and wipes must be disposed in a nappy sack.
- We will ensure that if there is any urine or faeces on the glove or apron that these are replaced with clean ones before continuing.
- Any nappy rash or unusual marks will be reported to the manager or deputy manager.
- We will ensure that the child is adequately dry before putting on any requested "nappy cream" and replacing the nappy.
- Once the clean nappy is on, we will replace the child's clothing, wash their hands and return him/her to the group.
- We will ensure any cleaning product or wipes are safely stored out of reach of children.
- Staff must sign and specify if the nappy was wet or soiled on the nappy check list.
- Nappy change to be marked off on the child's my day.
- As a minimum, nappies will be changed every 4 hours in the morning and afternoon and any soiled or full nappies in between.
- If a child has 2 loose nappies whilst in our care, parents will be informed and asked to collect their child. The exclusion policy for diarrhoea applies.
- Nappies must be checked throughout the day and immediately before children go home and changed when appropriate to ensure that they are leave the nursery clean.
- Staff must wash their hands after a nappy using soap and water.
- Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors.

### **Toilet Training Procedure**

- Only staff that have a DBS check and have had full training, will be allowed to assist children in toileting.
- As with nappy changing, toilet training (wherever possible) will be carried out by the child's key worker.
- Parents will be asked to supply several changes of clothes in preparation for accidents.
- Toilet training will commence when the child is ready and after key worker or buddy has discussed preferred methods with child's parents. We will try to mirror their home routines as much as possible such as sticker charts and frequency.
- Children are to be taken to the bathroom on a regular basis. Frequency will vary from child to child and encouraged to flush and wash their hands after each visit.
- Children's personal hygiene will be supervised closely, and independence encouraged and supported where possible.
- If a child sleeps with a nappy on, it will be removed upon waking and the child will be taken to the potty/toilet.
- The potty is to be cleaned with antibacterial spray after each use.
- Children will be praised whilst using the potty and a record kept of successes on the potty so staff can inform parent's upon collection of the child.
- Accidents will be dealt with quickly and with a minimum fuss, reassuring the child that accidents are ok.
- Any soiled or wet clothing is to be put in a nappy sack and stored in the child's bag, tray, or basket to go home. The nursery is not responsible for washing soiled clothing.
- Any accidents will be communicated with parents and carers during handover.

## **Respectful Intimate Care Policy**

### **Aim of policy**

Children need to feel safe, secure and happy so we expect nursery staff to be responsive to children's needs, whilst maintaining professionalism. We accept that children need to be cuddled, encouraged, held and offered physical reassurance, and ensure intimate care routines are undertaken with respect.

### **Procedures**

- Intimate care routines may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.
- To promote good practice and to minimise the risk of allegations we have the following guidelines to ensure staff are fully supported and able to perform their duties safely and confidently.
- Staff are encouraged to model consent. 'Can I change your nappy?' or 'Can I have a hug?'
- Ensure all staff undertaking intimate care routines have suitable enhanced DBS checks
- Ensure all staff have an up-to-date understanding of the Safeguarding children and child protection policy, including how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise concerns.
- Operate a Whistleblowing policy to help staff raise any concerns about their peers or managers and help staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery.
- Conduct a risk assessment on intimate care and review the safeguards in place. The nursery assesses all the risks relating to intimate care routines and uses appropriate safeguards to ensure the safety of all involved.
- Ensure children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff
- If a child requires specific support, such as a health condition, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs.
- It is the duty of all staff to ensure that children are appropriately comforted and to monitor practice.
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks.



### **Healthy Routines Policy**

*The provider must promote the good health of children attending the setting - Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure good practice throughout the day in the nursery.

#### **Procedures**

- All staff will take responsibility for ensuring that at all times the equipment and toys to be used with the children are clean and in good condition.
- Staff will routinely check that the floor is clear of any objects that could be a danger to the children.
- Staff in the nursery will clean the play equipment at the end of each day or during the day depending on the needs of the children in their care.
- All staff should ensure they understand how the cleaning materials are to be used and the action to be taken in the event of a spillage or an accident. (Product data sheets for all materials used).
- We adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises.
- Staff will wash hands before preparing any snacks and meals, using the antibacterial hand wash provided. Only paper towels or hand driers will be used to minimise cross contamination. Staff will demonstrate good practice and be positive role models for the children, students and trainees.
- All staff preparing food will either have or will undertake training to obtain their basic food hygiene certificate. The kitchen and food preparation area will meet the requirements of the environmental health inspectorate, who may visit at any time to ensure compliance with their regulations.
- All food will be stored in accordance with health and safety regulations, where required. Records will be kept daily and be available for inspection by the appropriate agency. A member of the staff team will be delegated to take responsibility for this area of care, sharing any requests for storage materials immediately with the manager using the appropriate record book.
- All surfaces will be disinfected five minutes before food is prepared or served.
- Staff are to disinfect floors, surfaces, and high-touch areas at the end of the day.
- Staff are to follow cross contamination procedures regarding colour coded cloths and cleaning routines.
- Nursery equipment will be audited regularly by management and external agencies and action plans dealt with in a timely manner.
- Children have their individual bed bag to prevent cross contamination during nap time.



### **Dealing with Spillages Policy**

*Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. - Statutory framework for the EYFS*

#### **Aim of policy**

To restrict the risk of infection.

#### **Procedures**

- All spillages should be dealt with straight away in the nursery. When cleaning up spillages personal protective equipment are to be worn.
- When dealing with body fluids, we will use the appropriate personal protective equipment.
- Staff must follow instructions from the manufacturers on any cleaning products and apply COSHH regulations where applicable.
- Always ensure any chemicals are inaccessible to children.
- Wet floor will be marked with a wet floor sign.



### **Laundry Policy**

*Providers should ensure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items is always available - Statutory framework for the EYFS*

#### **Aim of policy**

To ensure good hygiene regarding all laundry.

#### **Procedures**

- All linen should be washed in an automatic type washing machine using domestic non-biological washing powder. Linen such as sheets, bibs, cushion covers, beanbag covers and blankets should be washed on an economic cycle at 30 degrees.
- If linen is soiled with bodily substances (urine, faeces or blood) it should be washed separately on a high temperature wash. Ensure that all soiled linen is washed as promptly as possible. Where possible, soiled clothes should be sent home to wash.
- Other washing clothes should be washed on the hottest possible wash that will not damage them.
- All linen will be dried using either tumble dryer or the clothes maiden.
- Nursery staff should ensure that there is sufficient stock of linen in the nursery such as bibs and bedding.
- All children who sleep have a bed bag with their own bedding in which is washed weekly.
- Further advice can be obtained from the community infection control nurse at the primary care trust.

### **Food and Drink Policy**

*Where children are provided with meals, snacks and drinks, these must be healthy, balanced and nutritious. – Statutory framework for the EYFS*

#### **Aim of policy**

To promote good health of children through providing a health balanced and nutritious meals, snacks and drinks in an environment that promotes healthy choices.

#### **Procedures**

- The nursery is committed to being a health promoting early years setting, either having or working towards accreditation. We are a health promoting setting and achieved this status in February 2010.
- We will inform Ofsted immediately of any food poisoning affecting two or more children looked after on the premises.
- When parents register with the nursery, information will be taken which will include their specific dietary needs, their likes and dislikes, any allergies which may be triggered by certain foods or drinks. Cultural and religious diets will be respected and valued.
- Staff will be given information about the specific dietary needs of the children in the nursery. This is printed off the nursery management system at the beginning of each month and when a new child starts. Whilst this information is confidential to the nursery it is essential that everyone involved in the handling, preparation and serving of food ensures that each child's specific requirements are met.
- Water is to be accessible throughout the day in the nursery. Older children will be able to access the water independently. Younger children will be supported in accessing water by the staff. Babies and toddlers will be offered drinks on a regular basis. We will ensure that children are rehydrated after exercise and sleep and in hot weather, in addition to the regular drinks in the day. Care will be taken to ensure all children have regular drinks at all times.
- We will provide a healthy nutritious diet for the children attending the nursery. The snacks will be developed with the support of all staff and parents, to ensure that we are promoting healthy eating in line with current guidance. We will, if we are preparing the snacks, where possible source food from local producers. We will ensure that religious dietary needs are sourced and prepared appropriately. We will encourage the children to enjoy the variety of diets within our communities.
- All dietary requirements will be catered for where possible.
- If dietary requirements are backed via a doctor's letter - we will cater accordingly for your child's needs.
- Self-service will be encouraged to promote independence and children are given a choice of what to eat wherever possible.
- If your child does not have a medical reason for dietary needs - we may ask you to provide food for your child for the day.

- We will provide breakfast, lunch, and high tea. We will always meet the nutritional needs of individual children.
- Information on how the children have eaten will be shared with parents at the end of each day.
- Children will be encouraged, where appropriate, to help prepare foods for snack times.
- Children will be given the opportunity to sample the products of their own work.
- The individual dietary needs of babies and toddlers will be met, with discussion with parents prompting when changes to their child's dietary needs will be implemented.
- All babies are to be held whilst being bottle fed, on no account is a child to be given a bottle and propped up to be fed.
- Snack time in the afternoon will consist of a drink of water with fresh fruit being offered in addition to other healthy snacks. Children are given the choice of five types of fruit and veg.
- We will promote social eating when having snacks with all children. Staff and children will sit together in small groups at the table giving older children the opportunity to be positive role models for the younger children. Children will be involved in preparing for snack times, with staff capitalising on opportunities to promote skills such as matching, sorting and counting.
- Children will be able to make choices regarding size of portions, having the opportunity to serve themselves and their peers as part of a programme for developing skills of independence and confidence. Water will always be provided at snack times.
- If a child does not eat their meal, they will be offered an alternative such as a sandwich. No child is to be refused their dessert if they do not eat their main course.
- If parents wish to provide their own snack for their child this will be discussed to ensure they any food will be stored safely. Children eating their own food will be included within the social eating group.
- Children are to be encouraged to eat their snack and parents are to be informed of how much the children have eaten when collecting their children. This information will be recorded and shared with the parents.
- A menu displaying the snacks to be provided for the month will be displayed on the parent information board and put up on tapestry.
- We will not use food as a reward or sanction.
- Tables, chairs and highchairs will be wiped over with anti-bacterial cleaner before and after meals and snacks. The floor must be swept and mopped if needed following food consumption. This will be the role of one team member, allowing the remaining staff to care for the children.
- Bibs are to be worn by babies and young toddlers. Material bibs will be laundered immediately after snack time.
- If children sleep through their regular snack time, they will be fed at an appropriate later time. All unused snacks are to be thrown away at the end of each session.



- Permanent staff will receive food hygiene training to promote good kitchen hygiene. The manager will identify staff members to attend training and to share their knowledge and skills with the whole staff team.
- Juice from home will be discouraged where possible and water offered as an alternative.
- We follow the EU Food Information for Food Consumers Regulations (EU FIC) by identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed.
- Blue PPE is used to prevent cross contamination.

### **Formula Milk Preparation Policy**

*Those responsible for the preparation and handling of food must be competent to do so -  
Statutory framework for the EYFS*

#### **Aim of policy**

To ensure we comply with current guidance with regard to the making up of formula milk for babies and young children.

#### **Procedures**

- The concerns highlighted by the European Food Safety Authority are the danger of contamination by two micro-organisms: Salmonella and Enterobacter Sakazakii. Infections from these bacteria are rare, but the risk can be significantly reduced by following the guidelines on preparation and storage of formula milk foods.
- Healthy infants and young children can consume a small number of these organisms without harm, but very young babies with low birth weight, and young children with a compromised immune system are a high-risk category. These children should only be given ready to feed, commercially produced, sterile formula. Powdered infant formula is not sterile and therefore strict hygiene measures must be in place during storage and preparation. We will reduce risks by:
  - Making up our feeds using boiled water that is greater than 70°C. Meaning that we will be using water that has been left to cool for no more than half an hour.
  - We will label each bottle.
  - We will throw away left over milk after two hours.
  - If we need to make up a feed, for example when out, we will keep the water we have freshly boiled in a sealed flask and make up each feed when needed.
  - The temperature of the feed should be tested and, if necessary, it should be cooled by holding the bottle, with the cap on (covering the teat) under cold running water.
  - If parents wish to provide readymade bottles, UHT formula milk only should be provided, and staffs are to follow all instructions stated on the bottle. (We do not accept readymade powdered formula milk).
  - Formula bottles must not be heated in the microwave.

We will ensure that we have:

- Good hygiene practices for the storage, handling, and preparation of the formula.
- All staff will be advised to dispose of unused feeds. These feeds should not be kept, for example by leaving them in a room for the child to have when they wake from a sleep, as this could pose a risk to the baby's health. Bottles to be washed before returning to parents.
- Packets and unopened tins should be used within one month. Each tin should have clearly written on it the date it is opened.

## **Breast Feeding Policy**

### **Principles**

Bluebells recognises the important health benefits known to exist for both mother and child. All mothers have the right to make a fully informed choice as to how they feed and care for their babies. Bluebells staff will not discriminate against any woman in her chosen method of feeding and will fully support the family in their feeding choices. We will also point parents in the direction of the Sure start team for further support.

### **Aims**

- To create an environment where parents are welcomed and are comfortable feeding their baby. Our baby room has a relaxed area in the main playroom and parents are also welcome to feed in the more private office.
- We will ensure the correct storage of frozen and expressed breast milk and seek advice from relevant professionals.
- We will continue to support breast feeding in conjunction with the child's weaning programme and provide and support where possible.
- We have an open-door policy which allows mothers to come into the nursery and breastfeed at any time.
- We will promote the UNICEF baby friendly initiative within the nursery and mothers are welcome to breast feed. If they wish to feed in a quiet area, this will be arranged for them. Expressed breast milk will be stored in the nursery for use that day. The current UNICEF recommendations for breast milk storage are:
  - "Breast milk can be stored in a refrigerator at a temperature of 2-4 degrees Celsius for between 3 and 5 days. If you do not have a refrigerator thermometer, it is probably safest to freeze any breast milk that you do not intend to use within 24 hours. Breast milk can be stored for one week in the ice compartment of the refrigerator or up to three months in freezer.
  - Frozen breast milk should be thawed slowly in a refrigerator or at room temperature. Thawed breast milk can be stored in a refrigerator and used for up to 24 hours. Once it has warmed to room temperature, it should be used or thrown away. Breast milk should never be refrozen. Breast milk should not be defrosted in a microwave because this may cause the milk to become an uneven temperature which may burn the baby's mouth."

### **Safe Sleep Routine Policy**

*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. – Statutory framework for the EYFS*

*Sleeping children must be regularly checked – Statutory framework for the EYFS*

#### **Aim of policy**

Our procedures for sleep arrangements will follow guidance from the department of health to ensure we comply with current guidance.

#### **Procedures**

- All children will be provided with their own sleep bag containing a cot sheet and blanket, which are laundered weekly.
- We will meet the individual sleep patterns of the children in our care. We will always act in the best interests of the child.
- Sleeping children will be regularly checked and the time of checks will be recorded on a sleep chart, in addition to the time that they fell asleep and woke up.
- We will continually monitor the children sleeping leaving no more than 15 minutes between each check. These checks are important and need to be adhered to. A baby alarm system can support, but not replace checks.
- All babies will be put "foot to feet" in line with current guidance as made clear by the FSID.
- A thermometer will be in all rooms to ensure a regular temperature for the children between 16 degrees Celsius and 20 degrees Celsius. The optimum being 18 Degrees Celsius. Aircon and heating units are to be used to correct room temperature if needed.
- We will not use cot bumpers to reduce the opportunity of children using them to climb and to stop the heat being retained in the cot.
- Sleeps will be recorded onto sleep charts and on My Days. Information regarding sleeps will be passed onto parents during handover at the end of the day.
- We are to work in partnership with parents and respect their preferences with regards to sleeping limitations where possible.
- Children's sleep mats are to be disinfected regularly.
- Children are only to sleep on safe surfaces, such as the bed mats and cot mattresses. Cushions are not to be used as mattresses.
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest.
- Having a No smoking/vaping policy.
- We support parents and carers to access sleep support and advice through The Lullaby Trust. [The Lullaby Trust - Safer sleep for babies, Support for families](#)

### **Managing Sun and Extreme Weather Policy**

*Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. - Statutory framework for the EYFS*

#### **Aim of policy**

To protect children in our care and develop their understanding of how to protect themselves. We have an extreme weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow, and heat waves.

#### **Sun Procedures**

- Sun block can be applied if parents or carers give their written consent.
- Sun block will be applied 15 minutes before going into the sun. We will reapply when in the sun every 1-2 hours or before we go outside.
- In the summer months we will plan outside activities before 11.00am and after 3.00pm if appropriate. If this is unavoidable, we will ensure hats, clothing and sunscreen are all worn to prevent sunburn. Staff will place play equipment and activities in the shaded areas.
- When the sun is strong, we will encourage pupils to sit and play in the shade where available.
- High factor sun block will be applied frequently (stated above) to the exposed areas of the children's bodies. The nursery will provide 5 star UVA protection factor 30 or above. If parents require their own sun block, they must bring some in; clearly labelled with their child's name and we will follow our nursery sun block application procedure (stated above) even if the sun block is a once a day application.
- To develop skills of independence, your child will be encouraged to apply sun block under supervision depending on age and stage of development.
- All children will be required to wear a sun hat when playing outdoors which the parent will supply. The nursery will have additional sunhats to ensure all children are protected.
- We will talk to the children about the need to protect ourselves from the sun rays and how it can harm us and the importance of keeping hydrated at all times in hot weather.
- Fresh cool water will be provided for all children throughout the day.
- During hot weather, children's shoulders must be covered. Strappy tops are discouraged.
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun.
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days, and this will be accessible both indoors and out.
- We have risk assessments in place for severe heat waves.

#### **Snow Procedures**

- If high snowfall is threatened during a nursery day, then the manager will decide whether to close the nursery. This decision will consider the safety of the children,



their parents, and the staff team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

- In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and group the children differently until they are able to arrive. Ratios will be maintained.
- If ratios cannot be maintained due to staff shortage regarding severe weather, we will contact parents and carers to see if they are able to keep the children at home if the nursery is planned to remain open.
- We have risk assessments in place for severe snowstorms.
- Children may play outside in snow and icy conditions, but staff must be vigilant and take extra health and safety measures.

### **Severe Wind**

- Children may not play outside during extreme wind due to the hazard of falling trees or debris.

### **Flooding**

- If flooding occurs during the nursery day, the nursery manager will decide based on the severity and location of this flooding. It may be deemed necessary to follow the same procedure as the fire evacuation procedure. In this instance children will be kept safe, and parents will be notified in the same way as the fire procedure.



### **Smoke and Vape Free Policy**

*Providers must not allow smoking or vaping in or on the premises when children are present or about to be present. – Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure that children are in a smoke and vape free environment and all children, parents and staff are aware of the risks to health from smoking.

#### **Procedures**

- The nursery is a smoke and vape free environment. There will be no smoking or vaping within the nursery grounds, we ask that anyone who wishes to smoke, are to move as far away from the nursery entrance as possible and not visible from the children.
- A smoke free environment will include the inside of all vehicles owned and operated by the nursery.
- The nursery will display signage that complies with the law in a prominent position, so that people entering the premises can see them clearly. The signs make clear that the premise and vehicle are smoke free.
- Advice and support on smoking cessation programmes can be obtained from the nursery staff or information can be accessed from [www.gosmokefree.co.uk](http://www.gosmokefree.co.uk) or the NHS smoking helpline 0800 1690 169

### **Allergies and Allergic Reactions Policy**

*Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. - Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure all staff have information regarding any allergies the children may have and any medication that may be required as a result of the allergy.

#### **Procedure**

- If your child has a known allergy or is allergic to anything, this must be declared on his or her registration form.
- A separate "special health" form must be completed and the severity of the need will be discussed with the manager or key person. A parent and manager will sign this.
- You must discuss your child's condition with his/her key person or buddy and advise them of any measures needed to be taken to combat any symptoms of allergic reaction such as medication.
- All staff will be made aware of any child with severe allergic reactions and steps to be taken if a reaction occurs.
- All information and medication will be taken with us on walks and outings.
- Details regarding allergies will be displayed in all rooms and staff informed.
- Regarding food allergies, colour coded plates and bowls will be used to avoid contamination.
- Children with anaphylaxis will have an epipen onsite at all times which will be used in the case of an allergic reaction by a trained staff member.
- In the event of your child suffering from a severe allergic reaction which is restricting the child's airway, the manager would dial 999 and contact the parents.

### **Key Person Approach Policy**

*Each child must be assigned a key person – Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure that all children receive consistent, continual care in all aspects of their development and to provide an environment where children can feel safe, secure and gain confidence in themselves and others.

#### **Procedures**

- Our primary goal is to ensure that we provide the highest quality childcare that is both accessible and affordable. Our nursery will differentiate itself by a passionate attention to detail in everything we do.
- Your children will be safe, nurtured and stimulated in an efficient, well maintained and above all, homely environment. We will promote a healthy understanding and respect for fundamental British values in all aspects of the nursery.
- Above all, we want your children to leave nursery with confidence and skills to build the foundations towards their adult life. We passionately believe this to be a joint effort between the nursery and parents and to that end we will promote the right environment for the partnership to succeed.
- Every child will be paired with a practitioner who will be nominated as the child's key worker. This will be communicated with parents / carers.
- It is not always possible for the key worker to be present during all nursery sessions. In the event of the key worker's absence, the other staff in the room will act as the child's 'buddy' and will temporarily take on the key worker's responsibilities.
- The key worker will complete monthly individual planning sheets to ensure that the environment is tailored to their key children's individual needs. This includes their interests and 'next steps' in line with the Early Years Foundation Stage and Bluebells' curriculum and pedagogy.
- It is the key worker's responsibility to complete termly reports on their key children that reflects their progress. This is to be communicated with parents and carers over Tapestry.
- It is the responsibility of the key worker to complete Two Year Reviews and communicate this with parents / carers over Tapestry.
- The key worker will complete written plans in conjunction with the nursery's curriculum.
- Where possible, the key worker will complete handovers at the beginning and end of the child's nursery session.
- In addition to the key worker, it is the responsibility of all staff members to meet the care needs of all children.
- The key worker will ensure that the health and well-being of the child is considered with utmost importance, and that individual caring and development needs are met.
- Staff members who act as a key worker to children with SEND should follow the SEND policy to ensure that their needs are met and learning and development supported as best as possible.

- The key worker will ensure that parents are kept informed of all aspects of their child's care and development, working together using our online learning journals.
- The key worker will ensure the implementation of all short- and medium-term plans.
- The key worker will actively consider intent, implantation, and impact when planning for, carrying out, and evaluating the effectiveness of play opportunities for children.
- The key worker will ensure a smooth and positive settling process for all individual children, when changing rooms and key person to liaise with new key person during transition period and filling out relevant transition documents.
- Where possible, the key worker will complete a transition form in preparation for a change in key worker for continuity.
- The key worker will ensure that there is a flow of communication between other settings that the children may also attend after gaining parental consent to do so.
- The key worker groups will be displayed on the parent board.
- Any changes to key worker will be communicated with parents / carers.
- Children and parents will have access to their key worker's 'All About Me' book on the staff board.

### **Working in Partnership with Parents and Carers Policy**

*Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. - Statutory framework for the EYFS*

#### **Aim of Policy**

To work in partnership with parents to enable us to meet the needs of the child in our care.

#### **Procedures**

- We welcome all parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.
- Parents will be given a registration form when making enquiries for a place in the nursery.
- Every parent wishing to take up a place in the nursery must complete a registration form. Documentation confirming the identity of the child will be required if the parent is wishing to access the Nursery Education Grant. They need to provide information including:
  - \* Emergency contact numbers and names
  - \* Special dietary requirements, preferences or food allergies the child may have
  - \* The child's special health requirements
- All new parents will be directed to our website [www.blubellswirral.co.uk](http://www.blubellswirral.co.uk) to access full welcome pack including parent handbook and policies.
- We will seek the views on our service on a regular basis through questionnaires and will also have a suggestion box in the lobby. Parents can contact Ofsted directly to express appreciation of the service or to register a concern or complaint. The complaints procedure is displayed within the nursery.
- Each parent will be asked to complete an "All About Me" booklet during settling-in sessions to enable us to care for their child from the first day.
- Parents must be given free access to developmental records about their child, although parents can access most via our online learning journey - Tapestry. However, a written request must be made for personnel files on the children and providers must consider data protection rules when disclosing records that refer to third parties.
- Information will be regularly shared through the daily discussion with the key person or nursery staff member and the parent when they bring or collect their child. In addition, there will be regular newsletters updated on Tapestry.
- We will ask parents to give written consent to allow us to go on outings in the community, take photographs, apply sun cream, and seek emergency medical treatment and advice.

- We will advise parents of any forthcoming inspections to enable them to make arrangements to speak with the childcare inspectors.
- We have a confidentiality policy but we also need to ensure that if appropriate information is shared with the appropriate people, the manager will identify if information needs to be shared and the security of that information.
- We will seek parental permission to share and relay information with any other settings their child may attend. This provides us with the opportunity to communicate freely and with each other about the children's development and how best we can meet their next steps together.
- We will have a formal written agreement detailing the cost of the childcare, the days and times we are able to care for a child and the terms of the service we are offering.
- Children Act regulations require that we must keep records of the name, address and date of birth of each child and the name, address and telephone number of a parent.
- Children Act Regulations require that we must keep a statement of the procedure to be followed where a parent has a complaint about the service.
- Children Act Regulation requires that we must investigate all complaints made in writing or in electronic form from parents where these relate to one or more of the national standards. We must provide the parent who made the complaint with an account of the finding and of any action taken as a result within 28 days. We must make a written record of complaints, any action taken and the outcome of the investigation and provide a summary on request to any parent of a child for whom we act as a child minder or provide day care and to Ofsted. Records must be retained for a period of 25 years from the date on which the record was made.
- Children Act Regulations require that where reasonably practicable, we must notify parents that we are to be inspected where we have had notification of a forthcoming inspection.
- You must, where reasonably practicable, provide a copy of the report to parents of children attending within five working days of receiving the report. This regulation applies to those parents who have given you their name and address, and whose children have attended the provision for the 12 weeks before the inspection and for at least two periods of two hours in every such week. You may charge a fee for providing a copy of the report not exceeding the cost of supply.
- Parents are encouraged to participate in children's learning through the provision of homework sheets and home-learning enhancements on Tapestry.
- Parents are invited to have a meeting to discuss statutory progress checks.
- Parents are informed of their child's monthly progress through the provision of a copy of their individual planning.



### **"Contracting Parents" Policy**

*The provider must take necessary steps to safeguard and promote the welfare of children -  
Statutory framework for the EYFS*

*The premises, both indoors and outdoors, must be safe and secure. Providers must only release  
children into the care of individuals named by the parent - Statutory framework for the EYFS*

### **Aim of Policy**

The aim and purpose of this policy is to ensure that parents recognise that Bluebells will not be seen as a place that can be used as part of any dispute between parents. A parent who is not a contracting parent and is not listed as an acceptable person for collecting children from Bluebells will not be allowed into the nursery for any purpose in relation to that child.

### **Procedures**

- When a child joins Bluebells one or both parents are asked to sign the standard form applying for a place and accepting the standard terms and conditions of the nursery.
- Where one parent only signs the Registration Form it will be made clear to the parent that this is seen by the nursery as the "contracting parent". The implications of this will be made clear at the time.

These are:-

- The contracting parent and only the contracting parent is liable for the payment of nursery fees and costs.
- The contracting parent nominates who may collect the child from nursery. At least two names and addresses will be given. Where this does not include the second parent, the second parent will not be allowed to collect the child. It is not the duty of Bluebells to inform the second parent that this is the case.
- The contracting parent is naturally allowed to see the child at nursery. However it is made clear that the other parent will not be allowed into the nursery unless the contracting parent has nominated the second parent as a contracting parent for the child.





### **Complaints Policy**

*Providers must put in place a written procedure for dealing with concerns and complaints from parents and keep a written record of complaints and their outcome - Statutory framework for the EYFS*

#### **Aim of Policy**

To give parents the information to enable them to make a complaint or register a concern regarding the care of the child.

#### **Procedure**

- If a parent has a complaint about a service we are providing, they are asked to speak initially to their key person or buddy. If they do not feel confident, they can raise their complaint with the nursery manager.
- The complaint will be recorded, and a full written response will be provided within 28 days. Parents will be asked to put their complaint into writing and will be advised that at any time they can contact Ofsted directly.
- The complaint will be investigated by the manager and the directors will be informed.
- On completion of an investigation, if needed, an action plan to improve our service will be put in place.
- We will complete the complaints record book and this will be available for parents to view in the nursery. This record must be available to Ofsted when they inspect the nursery. Records must be kept for 25 years from the date on which the record was made.
- We will see concerns and complaints as a tool to enable the nursery to improve the service we provide.
- Parents and carers will have access to Ofsted's contact information in addition to Bluebells' complaint policy being displayed.

The address of Ofsted is:

**ARC Team Ofsted**

**Piccadilly Gate  
Store Street,  
Manchester,  
M1 2WD**

**Telephone No. 0300 1231231**

### **Welcome and Settling in Policy**

*Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parents - Statutory framework for the EYFS.*

### **Aim of Policy**

To ensure children and parents are welcomed into the setting and given opportunities to settle in their own time working with their key person to ensure transition from home or playroom meets the individual need of each child.

### **Procedures**

- We recommend that parents follow a settling in procedure before your child starts with us at nursery. The settling of a parent and child into nursery life is a very important process. Both the parents and the child should be given time to settle into the new environment.
- During the initial settling-in-session, the room supervisor or the key person will be present giving the parents and the child the opportunity to visit the playrooms and having time to be made familiar with the setting.
- If the key worker is not present during settling-in-sessions, the parent will be informed who they are and will be provided with a copy of their staff 'All About Me' book.
- During this visit, the room supervisor or key person can discuss with the parents the individual needs of the child. Together, the staff member and parent will complete an 'All About Me' on the child which will later be added to their Tapestry account.
- During this visit, the room supervisor or key person will also complete a 'Development Flower' to assess the current stage of development of the child to enable appropriate care and support.
- Staff key person books will be shared with the family to take home or view on Tapestry to find out about who is caring for their child. These are displayed on the staff board.
- Parents may complete our "All About Me" booklet during the visit or the parents can take it away if they'd prefer.
- The nursery has a flexible system for settling in new children. Each child will be treated as an individual and will be offered a couple of planned time sessions to stay and settle in their child and remain on the premises if they wish.
- After the initial setting-in-session, parents are encouraged to leave the child in our care for a period, however this is at the parent's discretion.
- Children may have a third settling-in-session if the parents or staff feel as though it would be in their best interests regarding a smooth transition.
- At all times parents will be fully informed as to how their child is settling, this will reflect accurately how the child has coped emotionally with transition from home to nursery.



- For children in Baby Room and Tweenie Room, we will provide a "My Day" record once they officially start nursery. This will give details of the child's day, including things they have enjoyed, food and bottle intake, sleep arrangements, toileting and nappy change information, and who cared for them.
- For older children a verbal report will be shared at the end of the day. Throughout their child's time in nursery the children's learning journal and development records will be shared with parents. All written information kept on their child will be accessible to the parents or carers reasonably if requested.
- Staff welcome comfort items to support this transition.
- Families are encouraged to send in a family photo to instil a sense of belonging in the setting for the child.
- Staff will honour Bluebells' 'home-from-home' ethos at all times and will be dedicated towards getting to know the child as best as possible.

### **Data Protection and Registration Policy and Privacy Notices (GDPR)**

*Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services, Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to ensure the needs of all the children are being met. - Statutory framework for the EYFS*

#### **Aim of policy**

To ensure children are properly enrolled into the provision. That there is a system for recording their attendance and the attendance of staff and that personal details of the children, the staff and the registered person are safely stored and at hand to comply with the EYFS statutory framework.

#### **Procedures**

- All our records on children will be kept in line with guidance within the EYFS and maintain confidentiality. For example, records will be kept for a period of time in line with current legislation.
- All records on children will be available to parents on request. Parents can have access to any written records on their children as part of our protocol of sharing with parents. We will regularly share information with parents.
- Children's and staff's registration details are collected prior to them joining the setting. This includes the records stated further on in this policy.
- Confidential records are stored in a locked cupboard which can only be accessed by management.
- We will inform Ofsted of any changes to the registered person, the Nursery Manager and any significant changes to the premises or the operational plan.
- We will inform Ofsted of any allegations of abuse which is alleged to have taken place on the premises.
- We will inform Ofsted if we have reason to believe that any child is suffering from a notable disease identified as such in the Public Health (infectious Diseases) regulations 1988. We should act upon any advice given by the Health Protection agency, and we will inform Ofsted of any action.
- We will notify Ofsted of any food poisoning two or more children looked after on the premises.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- We will ensure our terms and conditions, privacy and consent notices are easily accessed and made available in accurate and easy to understand language.
- Parents, carers, and staff are asked to update their records should there be any changes.

We are required to keep the following records and information on each child in our care:

- The full name, home address, and date of birth of each child who is looked after on the premises. We must also hold a copy of the child's birth certificate.
- The name, home address, and telephone number of every parent and carer who is known to the provider.
- Which of the parents the child normally lives with.
- The emergency contact details of the parents and carers.
- Emergency contact details of an individual should the primary carers or carers not be contactable in the case of an emergency.
- We must submit to the local authority information about individual children who are receiving their free entitlement to early years provision as part of the Early Years Census: full name, date of birth, address, gender, ethnicity should only be recorded where parents have identified the ethnicity of the child themselves, special educational needs status, the total number of funded hours taken up during the census week, total number of hours (funded and unfunded) taken up at the setting during the census week.

### **Ethnicity Information**

The below information is for data collection as recommended by Ofsted in the guidance.

#### **White - British**

- Irish
- Traveller of Irish heritage
- Romany
- Any other white background

#### **Mixed - White and Black Caribbean**

- White and black African
- White and Asian
- Any other mixed background

#### **Asian or Asian British**

- Indian
- Pakistan
- Bangladeshi
- Any other Asian Background

#### **Black or British**

- Caribbean
- African
- Any other Black background

#### **Chinese**



### **Any other ethnic background**

A child's learning difficulties and disabilities status should be recorded according to the following categories:

- No special educational need;
- Early Years Action/School Action;
- Early Years Action Plus/School Action Plus;
- Statement

For more information about how your data and information that you provide is used please refer to our privacy notice which is on display in our entrance.

You have a right to complain to the information commissioner's office (ICO) if you think there is a problem with the way we handle your data.



## **Privacy Notice – Nursery Staff**

### **The Data Protection Act 1998: How We Use Your Information**

We process personal data relating to those we employ to work at, or otherwise engage to work at Bluebells Day Nursery. This is for employment purposes to assist in the running of the setting and to enable individuals to be paid. The collection of this information will benefit both national and local users by:

- Improving the management of workforce data across the sector
- Enabling development of a comprehensive picture of the workforce and how it is deployed
- Informing the development of recruitment and retention policies
- Allowing better financial modelling and planning
- Enabling ethnicity and disability monitoring

This personal data includes identifiers such as names and national insurance numbers and characteristics such as ethnic group, employment contracts and remuneration details, qualifications and absence information.

We will not share information about you with third parties without your consent unless the law allows us to. We are required, by law, to pass on some of this personal data to the department for education (DfE)

If you want to see a copy of the information about you that we hold please contact [bluebellsbeb@gmail.com](mailto:bluebellsbeb@gmail.com) or [bluebellshelen@gmail.com](mailto:bluebellshelen@gmail.com)

If you need more information about how our local authority and/or DfE collect and use your information, please visit the DfE website at

[www.gov.uk/data-protection-how-we-collect-and-share-research-data](http://www.gov.uk/data-protection-how-we-collect-and-share-research-data)



### **Privacy Notice – Parents**

We collect and hold personal information relating to the children who attend our setting. We may also receive information about them from previous settings, local authority (LA) and/or the department of education (DfE).

We use this personal data to:

- Support our children's learning
- Monitor and report on their progress
- Provide appropriate care and support
- Assess the quality of our service

This information will include their contact details, attendance information, any exclusion information, where they go when they are not with us and personal characteristics such as their ethnic group, any special educational needs they may have as well as relevant medical information.

We will not give information about children attending our setting without your consent unless the law and our policies allow us to do so. If you want to receive a copy of the information about your child that we hold, please contact the manager by email on [bluebellsbeb@gmail.com](mailto:bluebellsbeb@gmail.com)

We are required by law to pass some information about you to the department of education and the local authority through the annual early year's census. We will also share information to process the early year's education's funding for 2, 3 and 4 year olds and to offer any relevant special educational needs support.

We will share information about your child's progress and development with Wirral LA, your local children's centre and any other early year's settings your child attends, so that we may work in partnership together to support your child's progress. We will also share relevant information with the admissions team to assist in the transition to primary school. If specific additional support may be of benefit to your child, you will be consulted.

If you need more information about how our local authority and/or DfE collect and use your information, please visit the DfE website at

[www.gov.uk/data-protection-how-we-collect-and-share-research-data](http://www.gov.uk/data-protection-how-we-collect-and-share-research-data)



### **Transition Policy**

*The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. - Statutory framework for the EYFS*

### **Aim of Policy**

To enable the successful transition of the child and families entering, moving within and leaving the setting, to feel secure and comfortable with a level of familiarity.

### **Procedures**

- We recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.
- Each child and family are treated as individuals.
- Staff will have an awareness and understanding of the needs of the child on entry to ensure continuity and well-being of the child and parents and to avoid unnecessary anxieties.
- We will arrange settling-in-sessions for children prior to the child transitioning and provide opportunities for parents to liaise with staff with regards to their child.
- Timescales for settling in and transition are flexible to meet the needs of the individual child.
- Children will be supported equally according to their needs.
- Each child's transition is seen as a process and not an event and each child and family are treated as individuals.
- Parents / Carers are given relevant information at their initial enquiry, including access to policies and procedures, and are given the opportunity to complete the "All About Me" booklet on Tapestry.
- Parents / Carers are encouraged to fill out a developmental flower alongside their child's key worker to provide a baseline with regards to their current stage of development.
- Visits to the nursery are encouraged, and visits in frequency and length are tailored to meet the needs of the child.
- All relevant safeguarding/child protection documents will be passed on their new school ensuring a secure handover.
- Room to room transition will include a thorough handover from the child's current key person and their new key person, including any relevant documentation such as special health forms, development flowers, and transition documents.
- A Meeting will be put in place to handover any SEND documents and a thorough handover to parents/key person/teacher with regards to additional needs. Where possible, SEND children will have the consistent care and attention via the nursery SENCO.

# Suitable People

### **Suitable People**

- Our safe recruitment policy covering the recruitment induction and training will ensure all staff, volunteers and students are suitable to be working with children. All staff working within the setting will be required to take part in an enhanced DBS check which will be reviewed termly during supervisions. Most staff will hold relevant childcare qualifications or will be expected to commence training towards a qualification upon appointment. We also expect staff to continually access training to improve their skills and practices. Our supervisions, appraisals and team meetings will enable the nursery to have opportunities to discuss how to continue to improve our service.
- We will inform Ofsted of changes to our service in line with their legal requirements.
- Our staff to child ratios will ensure we comply with EYFS requirements. We put in place systems to provide a safe environment for children when they are in our care. In the event of staff absences and emergencies, we will redeploy staff, regroup and/or reorganise the activities or draw on supply staff from sister nursery to ensure the children continue to receive quality care. We will have a registration and a visitor's record system. This will always ensure that we will know who is working with the children and who is on our premises.
- We have developed our suitable people policies and procedures to comply with the statutory framework for the Early Years Foundation Stage.
- We regularly review how we are meeting the outcome for children by assessing our service through staff discussion, and through asking parents to share their views through questionnaires and analysing their responses.

### **Safe Recruitment, Staff Suitability, Qualifications, Training and Knowledge Policy**

*Providers must ensure that people looking after children are suitable to fulfil the requirements of the roles - Statutory framework for the EYFS*

#### **Aim of policy**

The registered provider has in place systems to ensure that adults looking after children or having unsupervised access to them are suitable to do so. That adults looking after children must have appropriate qualifications, training, skills, and knowledge.

#### **Procedures**

- Our staff are selected very carefully, not only for their qualifications and experience but also for their love of children. We understand that continuity of care for the children is paramount and for that reason we are totally committed to promoting staff loyalty.
- We abide by all legal requirements relating to safer recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations, including our legal responsibilities under the Equality Act 2010.
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks.

#### **We have a safer recruitment checklist tool used for every position advertised:**

Our employment process is transparent and will follow the process below.

- Job advertised including job description and person specification.
- CV's are sorted having regard for the essential and desirable criteria.
- Full application packs are sent to the short list of CV's
- Read through applications, making notes such as employment history any potential gaps in employment.
- Invite successful candidates in for interview and tour of the building.
- We will ensure all applicants have an equal opportunity in the recruitment process.
- Applicants selected for interview will be interviewed by Helen Lloyd and/or a manager.
- Interviews will include questions that are related to the position and safeguarding in addition to value based questions. We will share information about our ethos in addition to asking questions in relation to the information provided on the applicant's CV and application pack.
- Any applicants successful at the interview stage may be invited to attend a work trail.
- Applicants will be required to bring along original documents for verification in accordance with the DBS procedures. All candidates are required to prove they are eligible to work in the UK.
- Equal opportunities monitoring forms are voluntary.
- All staff will be subject to a disclosure and barring service check to ensure their suitability to work with children before they start work at Bluebells.

- All staff must provide at least 2 satisfactory referees - one being their previous employer (if applicable)
- Overseas checks will be complete where applicable.
- All staff will have to read our policies and procedures and will sign an agreement to adhere to them. Staff will be encouraged to pay close attention to policies regarding safeguarding, child protection, social networking, mobile phone, and collection procedures.
- All staff will complete a Health Declaration Form.
- All staff will sign a confidentiality document.
- All candidates who are not successful in the recruitment process will be offered the opportunity for feedback.
- We will employ sufficient staff to ensure that at all times the child/adult ratios will be met.
- All staff will go through a minimum of a six week induction process if the job offer is accepted. See Induction Policy for more information.
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files where applicable.
- To ensure the on-going suitability; all staff have a duty to inform the nursery owner or nursery manager if for any reason there is a change in circumstances or health which would impact on their suitability to work with children. These are signed at minimum every six months to confirm there are no changes.
- The nursery staff are employed to work directly with our children, but we expect staff to undertake cleaning during the day to maintain a healthy and hygienic environment. At no times must the cleanliness slip during the time the children are in our care. The main cleaning and other domestic activities will be undertaken by contractors employed for that purpose.
- Where possible, staff will have the checks completed prior to starting employment. As long as the DBS check has been applied for, if there are delays in the results coming through, staff may work in the nursery before these checks are completed as a last resort, but they must be supervised at all times by staff who already hold an enhanced check. All nursery staff will be informed of any staff awaiting enhanced DBS clearance.
- Staff awaiting a DBS check will never be left unattended, complete or oversee nappy changes or toileting, take photographs, or access children's records.
- We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.



## **Students, Volunteers, and Work Experience Policy**

### **Aim of Policy**

To ensure that the management of students is in the best interests of the children being cared for.

### **Procedures**

- All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.
- We are committed to sharing good practice with those wishing to pursue a career in childcare.
- We expect all students to visit the nursery for an interview, followed by their student induction and nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety, confidentiality, and safeguarding policies.
- We will provide an induction for all students and in line with that conducted for staff.
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety, and fire requirements of the nursery.
- Before the students are allowed in the work setting (always supervised as they are not included in the staff/child ratios) we will undertake checks to ensure they are suitable to be in close contact with the children.
- We will provide regular feedback to ensure that they are gaining confidence in their role in the setting.
- All students on placement must adhere to the same codes of conduct as permanent staff including timekeeping and dress codes.
- We will never leave a student unsupervised with the children.



## **Supervision of Visitors Policy**

### **Aim of Policy**

To protect the children in our care always. This includes making sure any visitors to the nursery are properly identified and supervised.

### **Procedures**

- All visitors must sign the visitors' book on arrival and departure. Where applicable, visitors' identity should be checked such as Ofsted inspectors or colleagues attending in a professional capacity such as speech and language therapists.
- Visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches where applicable.
- All visitors are given and should wear a visitor's badge to identify themselves to staff and parents within the nursery. A member of staff must always accompany visitors in the nursery while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.
- Staff must check the identity of any visitors they do not recognise before allowing them into the main nursery.
- Visitors to the nursery must always be recorded in the Visitors' Book and accompanied by a member of staff while in the building.
- Visitors will wear a visitors badge when they are on the premises.
- All external doors must always be kept locked and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander.
- Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not.
- Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery.
- The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.
- Visitors are never left unsupervised with the children.

### **Staff Induction Policy**

*Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy and health and safety issues. - Statutory framework for the EYFS*

#### **Aim of policy**

To enable new staff to become familiar with the setting and their responsibilities as a staff member.

#### **Procedures**

- We will provide a mentor who is competent to support new staff members and provide opportunities to shadow an existing member of staff. This will give them the opportunity to discuss day-to-day running and organisation of the nursery. Some staff may be allocated a specific 'buddy.'
- We will provide an employee handbook for new starters and introduce them to their new colleagues, children and parents/carers. (Employee Handbook will include job description, person specification, terms of employment, national standards, complaints and disciplinary and grievance procedure).
- We will ensure that prior to working with the children, that in the event of an emergency the new member of staff is made aware of the fire exits/ emergency plan procedure, how to activate the alarm and the procedure to follow if the building is to be evacuated or lock down procedures.
- Staff will be made aware of the systems we have which support safeguarding and child protection and any concerns regarding prevent duty. Staff will be made aware of the early help process, and understand their role in identifying emerging problems. Staff will be made aware of the process for making referrals to children's social care.
- Staff will be made aware of legislation and documentation such as Working Together to Safeguarding Children, Keeping Children Safe in Education, Safer Working Practice for Adults who Work With Children and Young People, and What to do if You're Worried a Child is Being Abused.
- We will discuss responsibilities for protecting all children and the action to be taken in the event of an accusation made against them.
- We will provide all staff with a copy of the policies and procedures governing the setting and an employee handbook. We will give them time to read and develop their understanding of the running of the setting. We will ask staff to sign to confirm these have been read and understood with an opportunity for the mentor to be available to discuss any questions which arise. Staff should be made aware that asking questions is welcomed to ensure full understanding is achieved.
- Staff will undergo a six week induction at minimum and provided with opportunities to discuss their progress, ask questions, or to discuss any issues. They will set weekly goals



together to be achieved which may include familiarising themselves with the routine, or introducing themselves to the parents.

- Management will assess staff member's knowledge and understanding through the completion of quizzes and discussions regarding the answers. Support and additional training will be provided where needed.
- We will discuss the training opportunities and produce a developmental plan.
- Staff training needs regarding safeguarding, FGM, food hygiene, prevent duty, and first aid will be identified during induction training added to any action plans.
- Where possible, an emergency drill will be complete during a staff's induction in addition to the routine termly fire, evacuation, or lock-down drills.
- Staff are supported to understand how Bluebells' ethos, curriculum, and pedagogy is embedded into practise.

### **Observation of Practice**

*Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves - Statutory framework for the EYFS*

#### **Aim of policy**

To observe staff and their practice, making sure that every child is achieving, and that staff know the EYFS and implement Bluebells' curriculum and pedagogy in practice and how this can make a difference to children's learning and development.

#### **Procedures**

- Observations of practice will view how intent, implementation, and impact is carried out in play experiences, activities, and routines.
- On a regular basis, managers will spend time in each room to observe practice to help us monitor the standard of care and learning we provide.
- Observations of practice will be carried out on each room on individual practitioners.
- Observations of practice will be carried out by managers, and occasionally supervisors, on a termly basis.
- Observation of practice will form part of staff supervisions. The information we gather will be part of the 1:1 discussion and short-term targets will be set for said member of staff.
- Observation of practice will be used to help staff development by identifying any areas for support and/or training needs.
- During observation staff will be given on the spot feedback to note what their strengths are and if any areas could be improved. Even if an observation is outstanding, there may be an area that can be developed to enhance practice.
- Staff will be encouraged to evaluate the impact of their practice.
- Managers will note any area of professional development that may help individual staff members such as training, coaching, or reading relevant piece of early year's literature.
- Staff will receive feedback after their observations have been carried out.
- Occasionally we will hold joint observations of practice which will be carried out between two members of the management team. For example, the deputy or room supervisors.
- As part of the observation, staff will be asked open ended questions to aid continuous provision in our setting, making sure that every child is achieving, and that staff have a good knowledge of the EYFS and Bluebells' curriculum and pedagogy.
- During observation managers will observe:
  - The children's experience noting what they are doing.
  - The environment and whether it is meeting the learning needs of the children.
  - Key relationships between staff and children.
  - Whether the activity aligns with Bluebells' ethos and teaching approach.
  - The quality of teaching throughout the whole activity.



- Most importantly, are the children learning and how is this making a difference with their development.
- We will use the information gathered to develop improvement plans for each room. We will note what we need to add or implement to improve our provision. We will discuss how this will benefit the children's learning environment.
- The information we gather during observations of practice will assist us during future Ofsted inspections to show that we are committed to improving and building on the quality of care we provide as an ongoing process, which will in turn make a huge difference to how the children learn and develop.

### **Staff Supervision Policy**

*Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves - Statutory framework for the EYFS*

#### **Aim of policy**

To provide a culture of mutual support, teamwork, and continuous improvement which encourages the confidential discussion of sensitive issues and inspires continuous professional development.

#### **Procedures**

- Staff supervisions will be held on a regular termly basis.
- Supervisions will provide opportunities for staff to:
  - Discuss staff's strengths.
  - Discuss staff's termly targets and how this can be achieved.
  - Discuss any issues - particularly concerning children's development or well-being.
  - Discuss staff well-being and workload.
  - Identify solutions to address issues as they arise.
  - Receive coaching to improve their personal effectiveness.
  - Celebrate achievements.
  - Reflect on improvements made over the past term.
- The information that we gather during observation of practice will form part of the supervision discussion.
- Staff supervisions are a key feature in our setting. Effective supervisions provide support, coaching and training for practitioners. Most importantly it promotes the interests of children.
- Staff supervisions will be completed by the person in charge.
- Supervisions will provide an opportunity to promote safeguarding.
- Staff supervisions will provide an opportunity for practitioners to have their skills and knowledge recognised, as well as identifying areas for support and any training needs.
- Staff will review their agreed development plans during staff supervisions.
- Supervisions will provide an opportunity for staff to discuss the needs of their key children and their families. We will discuss how well they feel they are able to support them.
- Supervisions will give an opportunity to discuss any factors that may be affecting their key children's learning and how we can best support them.

### **Mobile Phone and Smart Devices Policy**

*Providers must take all necessary steps to keep children safe and well. Providers must have and implement a policy, and procedures, to safeguard children. - Statutory framework for the EYFS*

#### **Aim of policy**

To ensure that staff do not have mobile phones or smart devices on their person whilst in contact with the children.

#### **Procedures**

- We use mobile phones supplied by the nursery only to provide a means of contact in certain circumstances, such as outings.
- All staff will leave their mobile phones and smart devices (including smart watches) in the phone box, locked in the office cupboard. The box will be taken out of the cupboard during staff lunch breaks.
- At no time is a personal mobile phone to be taken into any area in which the children are present (both indoors and out). The nursery mobile phone will be present on walks and outings under the safekeeping of the supervisor.
- Parents and visitors to the nursery will be asked to adhere to the nursery mobile phone policy for the safety of the children.
- Staff should not go to the office to receive a call or text message when on duty unless authorised by management.
- Staff can, during breaks off the premises and in the staff room, use their mobile phone policy for the safety of the children.
- Staff are aware that during their working hours, office phones may be used if there is an identified personal emergency with permission of the manager. Emergency contact for a member of staff can be made to the nursery and any messages will be relayed immediately to the staff. All staff (including students, volunteers, and agency staff) are to be made aware of this on induction to the nursery.
- If a staff member is found with a mobile phone or smart device on their person or in a room with children, we would class this as gross misconduct and you may receive disciplinary actions.
- Parents are not permitted to use any recording device or camera on the nursery premises without the prior consent of the manager.
- Only nursery owned devices will be used to take photographs or film videos.

### **Social Networking Policy**

*Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. - Statutory framework for the EYFS*

#### **Aim of Policy**

To safeguard staff and centre users to ensure that any use of social networking sites takes place within clear and explicit professional boundaries.

#### **Procedures**

- Staff must be aware of their responsibilities to the nursery when using social networking sites.
- Our confidentiality policy must be always adhered to, even outside of working hours.
- Staff must not to post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way.
- Staff must maintain their status as a professional worker, and we therefore request all staff to exercise caution before fostering online friendships with parents.
- Staff must not use the business name "Bluebells Day Nursery" in any social networking posts or blogs.
- Ensuring all electronic communications between staff and parents is professional and takes place via the official nursery communication channels such as the setting's email addresses and telephone numbers.
- Staff are advised not to give their personal details to any child past or present.
- Staff are advised not to use internet or web-based communication channels to send personal messages to a child.
- Staff are advised not to have secret social contact with children or their parents.
- Staff are to consider the appropriateness of any social contact according to their role and nature of their work.
- We ask parents to share any concerns regarding inappropriate use of social media through the official procedures.
- We ask parents not to screen shot or share any posts or pictures from the nursery on social media platforms.
- Disciplinary action could result if the nursery is brought into disrepute which may lead to dismissal.
- We have separate permission to use any images for any open public pages that we use for marketing purposes on Facebook and our website.
- We monitor comments on all posts on our Facebook page and address any concerns immediately.
- We have prior written permission in place from parents before posting any images of children.
- Only the designated person or management can post on our social media pages.



- Where photographs are used on the website or for promotional purposes prior permissions will be sought and no child's full name will be named.
- Photographs displayed on social media will be posted sensitively.
- Photographs of children partially dressed, such as during a messy play activity, will not be published on social media.



### **Babysitting Policy**

*It is not uncommon for nursery staff to make private babysitting arrangements with the nursery clients. This policy has been implemented to provide clarification to all parties.*

#### **Aim of policy**

To provide clarification of some points regarding private babysitting arrangements between staff and parent/carers.

#### **Procedures**

- Bluebells Day Nursery is not responsible for any private babysitting arrangements or agreements made between staff members and third parties.
- Management must be advised if a private arrangement has been made between a staff member and a person associated with Bluebells Day Nursery which will then be recorded in the babysitting diary.
- Babysitting arrangements must not interfere with a staff member's employment at Bluebells Day Nursery.
- Staff may not babysit during nursery operating hours. (8:00am - 6:00pm on Monday - Friday) Bank holidays are excluded.
- Confidentiality of children, other staff members and other children's families must be adhered to and respected. Discussions about the setting, other children, parents, employees, or the business are not permitted and would be considered gross misconduct which may lead to dismissal.
- Bluebells Day Nursery will not be held responsible for any health and safety issues, conduct, grievances, or any other claims arising out of the staff member's private arrangements outside of nursery hours.
- No member of staff will take a child away from the setting unless they are a named person on the child's records.
- Parents should be aware that other adults may accompany the staff member who may not have had the relevant DBS checks and it may not be appropriate for them to care for children
- Bluebells Day Nursery has a duty to safeguard all children whilst on our premises and in the care of staff, but this duty does not extend to private arrangements between staff and parents outside of nursery hours.



### **Alcohol and Other Substance Abuse Policy**

*Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. - Statutory framework for the EYFS*

#### **Aim of policy**

To ensure that adults looking after the children or having unsupervised access are suitable to do so.

#### **Procedures**

- We are committed to taking all necessary steps to keep children safe and well. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for them.
- When working within the childcare setting, no members of staff, volunteers or students must be under the influence of alcohol or any substance, which may affect their ability to care for children.
- At supervision/appraisal staff will be asked to confirm their continuing suitability to be caring for children.
- If a member of staff, a volunteer, or student identifies they have any issues or problems relating to alcohol or substance misuse, they should discuss this immediately with their line manager who will seek advice and support for them.
- Any member of staff, volunteer or student taking medication which they believe may affect their ability to care for children should seek medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. They should discuss this immediately with their line manager who will seek advice and support for them.
- Anyone who arrives at the nursery clearly under the influence of alcohol or substances will be asked to leave. If they are a member of staff, the nursery will investigate the matter and will initiate the Disciplinary procedure.
- If they are a parent, the nursery manager and/or designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the Safeguarding children and child protection procedures. If anyone arrives at the nursery in control of a car under the influence of alcohol the police will be contacted.
- The nursery manager will contact the police if anyone (including staff, students, volunteers, contractors, and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are a member of staff, Disciplinary procedures will be followed.

### **Staff Sickness and Absence Policy**

*Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles - Statutory framework for the EYFS.*

#### **Aim of Policy**

To ensure staff are aware of the procedures to follow in the event they are unwell or unfit to attend work.

#### **Procedures**

- On the first day of sickness/absence, staff are required to contact the team via the work WhatsApp group at 7.00am at the latest to inform them that you are ill and unable to attend work. (Staff are not to contact management regarding illness over the weekend period or via social media.)
- You will be asked the nature of the absence and to give an estimate of how long the absence is likely to be for.
- Where the nature of the sickness physically prevents you from making contact such as hospitalisation, it is acceptable for you to make contact through a relative or friend.
- If you arrive to work and have to leave due to illness then the hours remaining from your working day will be deducted or lieu time may be authorised by a manager.
- You are required to notify the nursery by 4:00pm at the latest on the day of your absence to inform the manager as to whether you will be returning to work the next working day.
- All sickness absences up to 7 days must be covered by an employee's statement of sickness form (self-certificate) completed and returned to then nursery at the first opportunity. These are available from your GP surgery or online.
- After 7 days absence, sickness must be covered by a medical certificate which should be then forwarded to the nursery at the first opportunity. Medical certificates must be renewed to cover each day until you are fit to return to work.
- In the case of an absence of 4 days or more, the manager will get in contact to see how things are and access a possible return to work.
- On your return to work, a meeting will be held with a manager in a private area. This will be completed in a supportive and non-threatening way. A return-to-work form is completed during the meeting when you will be asked about your current state of fitness, if you are taking any medication and if any further treatment/ assessment is required.
- Sickness absence is monitored over a period of 12 months. Within that rolling period any absences will be monitored.
- A fourth absence within this time frame will result in a verbal warning which will be issued during the meeting by the manager conducting it.
- A further absence resulting in a total of 5 absences within the same rolling 12 month period will result in a written warning.
- Any further absences (more than 5) would be directed to the company director.



- Certain diseases are notifiable to the Local authority officers under the health protection (notification) regulations 2010.
- Staff absences and exclusion period differed during the Covid-19 Pandemic. See Covid-19 Policy.



## **Staff Code of Conduct Policy**

### **Aim of Policy**

At Bluebells, we take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. This policy should be read in conjunction with the Employee Handbook.

### **Procedures**

#### **Expected Staff Behaviour**

Within our nursery we expect our staff to:

- Put our children first. The safety, welfare, and ongoing development of children is the most important part of their role.
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all.
- Work as part of the wider team, cohesively, and openly.
- Be aware of their requirements under the Statutory Framework for the EYFS and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development.
- React appropriately to any safeguarding concerns quickly and concisely in accordance with relevant procedures and training received.
- Not share any confidential information relating to the children, nursery or families using the nursery.
- Maintain the public image of the nursery and do nothing that will put the setting into disrepute.
- Ensure that parental relationships are professional.
- Adhere to the Mobile phone and electronic device use policy and Social networking policy.
- Report to management immediately any changes in their personal life that may impact on the ability to continue the role. These may include (but are not limited to) changes in police record, medication, or any social service involvement with their own children.

#### **Monitoring Staff Behaviour**

Within the nursery we:

- Conduct regular observations of practise, during which we observe interactions between staff and children.
- Have regular supervisions with all staff in which ongoing suitability is monitored and recorded.
- Have a Whistleblowing Policy that enables team members to discuss confidentially any concerns about their colleagues.
- Operate staff suitability checks and Health Declarations.
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the Safer Recruitment of staff policy.

### **Notification of Changes Policy**

*Providers must notify Ofsted of:*

- *any change of provider or person with direct responsibility for early years provision*
- *any change to the premises from which childcare is provided which may affect the space available to children and the quality of childcare available to them*
- *any change in their name or address*
- *any change in the name or registered number of a company*
- *any criminal offence committed by the registered provider after the time of registration*

*EYFS legal requirements (for a full list see Statutory Framework for the Early years Foundation Stage book)*

### **Aim of Policy**

To ensure we comply with regulations to inform Ofsted of any changes in our setting.

### **Procedures**

- We will notify Ofsted of any changes to the registered person, the nursery manager or any significant changes to our premises or the hours during which the childcare is provided.
- We will notify Ofsted if the registered person or the nominated person acting on behalf of the registered person changes their name or other personal information. We will also notify Ofsted of any changes relating to the nursery manager.
- We will notify Ofsted if there is a change in the suitability of any staff member. The childcare (disqualification) regulations 2007 requires registered providers to inform Ofsted of any court order, determination or conviction or other grounds for disqualification from registration applying to themselves or any person living or working in their household.
- We will notify the DBS of any founded allegations made against a member of staff within 30 days.
- We must inform Ofsted of any changes to our telephone numbers.
- We will inform them of any allegations of abuse by a member of staff or volunteer, or any abuse which is alleged to have taken place on the premises.

### **Staff to Child Ratios Policy**

*Staffing arrangements must meet the needs of all the children and ensure their safety (a full list of staffing ratios can be found in section 3 of the EYFS legal requirements) - Statutory framework for the EYFS*

#### **Aim of policy**

To ensure the staffing arrangements are organised to ensure the safety and to meet the needs of the children in our care.

#### **Procedures**

- The nursery manager will organise the staff rotas to ensure that at all times we will have sufficient staff to meet the regulations and the needs of the individual children attending our service. Staff will be deployed to ensure that the children are well cared for, supervised at all times, and have appropriate learning opportunities both indoors and outdoors.
- We will appoint a named deputy and when the Nursery Manager is not on duty the deputy will ensure that parents and staff have a suitable person to discuss any issues which arise and require a managerial decision. Our deputy will hold as a minimum Level 3 qualification in childcare and have suitable experience in a supervisory position. The manager and the deputy will work closely together to ensure that information is shared each day for the benefit of the children, staff, and parents.
- At all times, we will have a minimum of two people on duty, one of whom will be a room supervisor. We will adhere to the minimum staffing ration set down in the EYFS statutory framework:

1:3 for children aged less than two years

1:4 for children aged 2 years

1:8 for children aged 3-7 years

- Bluebells may increase the ratio for two year olds to 1:5 in some circumstances, such as staff sickness, at the manager's discretion.
- Volunteers and students under the age of 17 will not count towards the ratio and will be supervised at all times. Individuals aged 17 and over who are on long term placements may be included in the ratios if the provider is satisfied that they are competent and responsible.
- In the event of staff sickness, the person in charge will call upon supply staff to come in and cover. Ratios will be maintained.

# Suitable Premises Environment and Equipment

### **Suitable Premises, Environment, and Equipment**

- We will ensure the safety and the suitability of the premises both indoor and outdoor, the furniture, equipment and toys through staff following policies and procedures designed for this purpose.
- We will risk assess all aspects of the service. Daily and regular checks will minimise hazards within the nursery accident records will be checked to identify if daily routines need to change to protect the children, parents and staff.
- Fire evacuation drills will be practiced in line with regulations and children and staff will be familiar with the emergency evacuation procedures.
- We will practice the emergency plan procedures every three months to ensure all staff are aware what to do in these emergency situations.
- Ofsted will be informed of any changes to the premises and how the needs of the child will be met.
- The policies and procedures will ensure that the premises and equipment are suitable and clean and meet the needs of the children coming into our care.
- We will use the Early Years Foundation Stage welfare requirements to safeguard and promote children's welfare.
- We will regularly review how we are meeting the outcome by assessing our service through staff discussion and also by asking parents to share their views through questionnaires and subsequently analysing their responses.
- Any repairs on the premises and equipment needed will be reported to the health and safety officer/management and will be dealt with as quickly as possible.



### **Risk Assessment Policy**

*Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risk and must be able to demonstrate how they are managing risks. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised - Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure that we all take reasonable steps to ensure that hazards to children, staff and parents are kept to a minimum.

#### **Procedures**

- We take all reasonable steps to ensure staff and children in our care are not exposed to risks. We promote the safety of children, parents, staff, and visitors by reviewing and reducing any risks.
- A nominated person, who has received appropriate training will undertake a full risk assessment of the premises, both indoor and outdoor, and identify any hazards and how these are to be minimised. These will be completed twice a year.
- Daily risk assessments will be complete by a member of management each day on the indoor and outdoor environment, including the kitchen. Any problems that are identified will be dealt with as soon as possible.
- On a daily basis, each member of staff will act immediately upon identifying a hazard to the children or persons on the premises.
- We will ensure that all requirements of the Environmental Health Officer are adhered to with regard to general hygiene and the preparing, cooking and serving of meals.
- We will keep the playroom clean and encourage the children to keep toys and equipment tidy and safe if not being played with.
- All cleaning materials and hazardous equipment will be stored securely and safely when the childcare setting is in operation.
- Children will be supported how to identify and manage risks.
- Risk assessments will be carried out for individual trips in the outer community.
- Risk assessments for local areas that are commonly visited on local walks will be carried out twice a year and updated should any changes arise.
- Any significant new pieces of equipment will be risk assessed before introduced into provision.
- Room audits, staff supervision, and termly health and safety checks will highlight any potential risks. See Health and Safety Policy for more information.
- Risk assessments will be reviewed following a severe accident and amendments made if appropriate.

### **Physical Environment Policy**

*The premises and equipment must be organised in a way that meet the needs of children - Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure the physical environment is safe and suitable for children, parents and staff.

#### **Procedure**

- We will provide a welcoming environment to all who enter.
- Staff will greet every child and their parent. The key person or buddy will discuss with the parent what the child has been doing whilst away from the nursery such as at home.
- We will continue to review and assess how we are meeting our duty under the Disability Discrimination Act. We will regularly seek the views of the local authority access officer to ensure we are meeting the Disability Discrimination Act.
- The parent's notice board will display information pertaining to the care of the children, routines, information on infections within the nursery, and weekly menus.
- Our public liability insurance cover, complaints and concerns poster and information will be displayed in our nursery entrance.
- Photographs, names, and specific roles and qualifications of the staff will be displayed on our notice board within the nursery.
- All areas will be risk assessed prior to children coming into our care. A formal risk assessment will be undertaken in the nursery including outdoor areas. Training will be provided for staff undertaking risk assessment.
- Each day staff will ensure that any hazards have been minimised and, if concerned, will act to remove any items.
- We will offer continuous provision, allowing children the opportunity to gain skills of confidence and self-esteem through making choices in their care, learning, and play both indoors and outdoors. We will encourage our curriculum and pedagogy.
- We will ensure that all requirements of the environmental health officer are adhered to with regards to general hygiene and the preparing and serving of meals and snacks.
- We will keep the nursery clean and encourage the children to keep toys and equipment tidy and safe if not being played with. Keeping the room tidy will be acceptable. No major cleaning is to take place when children are present.
- All cleaning materials and equipment will be stored securely and safely when the nursery is in operation. A full risk assessment will be undertaken on the equipment and cleaning materials. We will adhere to COSHH.
- A mobile telephone will be easily accessible in the nursery. A mobile telephone should be taken on all outings.
- All equipment should be age and stage appropriate and stored safely.
- Staff will be given manual handling information to protect both themselves and the children when moving or lifting children, toys, and equipment.

We will meet the space regulations:

- 3.5 metres squared for each child between the ages of 0-2 years.
- 2.5 metres squared for children between the ages of 2-3 years.
- 2.3 metres squared for children over the age of 3.
- At all times a minimum temperature of 16 degrees Celsius will be maintained in the nursery. The temperature in the nursery is to be maintained between 16 degrees Celsius and 20 degrees Celsius with the optimum being 18 degrees Celsius. The water temperature must not exceed 40 degrees Celsius. Advice from the environmental health will be sought to ensure we comply and continue to comply with health and safety regulations.
- Children act regulations require that we notify Ofsted if any changes are made to premises or their use.
- We will respect the privacy of children when changing nappies and supporting toileting. We will reinforce the need to wash hands and promote good hygiene practices. We will be role models for children at all times.
- Fire exits are kept clear at all times.
- Main doors are closed at all times.
- Electrical equipment must not remain plugged in when not in use and must be regularly maintained.
- We will follow the risk assessment policy.

### **Equipment Policy**

*Providers must ensure that their premises, including overall floor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. - Statutory framework for the EYFS*

#### **Aim of policy**

To provide appropriate equipment and resources for children and for them to conform to safety standards.

#### **Procedures**

- We will offer a range of toys, resources, opportunities, and experiences appropriate to the numbers of children, their ages, and developmental stage. We will use the Early Year's Foundation Stage practice guidance and statutory framework to inform practice.
- We will promote inclusion and accessibility through the opportunities we provide, whatever the abilities or needs of all children.
- We will provide additional resources (seeking advice and supported by the foundation consultant) appropriate for individual needs. We will have access to the SENCO loan service for equipment and resources.
- Our equipment and visual images will develop children's knowledge and understanding of the diversity within our communities and our families. A member of the staff team will be the named person, with responsibility for equal opportunities within the nursery.
- We will continually review our practice to ensure we are not discriminating through the play opportunities, resources, and equipment we provide, or through our personal behaviour.
- We will update our inventory as and when equipment is purchased or removed. We will have an annual toy budget to replenish stock and renew resources. We will develop "wish lists" for each play area and prioritise equipment as a team to meet the needs of the children in our care.
- All toys and equipment will be stored safely when not in use. We will encourage children to make choices from a varied range of equipment, without relying on adult support. All boxes will have visual and written clues to enable children to make informed choices. All written clues will be in "comic sans" font and using non-reflective materials, if laminated, to ensure they are suitable for children or adults who are visually impaired.
- We will risk assess the nursery and the nursery team will check on a daily basis prior to children attending that there are no damaged or broken items, and that all equipment is working in line with suppliers' information.
- The outdoor provision will also be risk assessed.
- All new staff will, as part of their induction and our health and safety induction, be shown how to use equipment. We as employers have a duty to ensure staff have information to protect both themselves and the children. Staff have a duty to implement any safety requirements. Not adhering to the supplier's safety requirements could result in an accident.

- All equipment will be purchased from reputable suppliers and comply with the relevant British and European standard. Staff will continuously assess the resources and the suitability for the children involved in the activities.
- Equipment will be cleaned in warm water where possible and antibacterial spray. The staff team will identify how often equipment will be cleaned.
- When having meals and snacks in the nursery, the children will sit at tables in small groups. At all times plates will be provided. These will be used with the appropriate utensils. We will acknowledge the difference in eating within our local community. There is no requirement for children to use a knife, fork, or spoon if not being used in their own home.
- We will provide, as much as possible, a home from home environment, having equipment which will allow children to play and relax, according to their needs. Cushions will be used by staff, to give children the opportunity to have stories, one to one time, and time to snuggle up.
- All our furnishings will comply with the required British safety standard and meet the fire-retardant regulations. Any loose mats will be assessed to minimise the risk of being a tripping hazard.
- A full risk assessment of the premises will be undertaken, and resources will be purchased to protect the children when in our care.
- Any damaged toys or equipment will be removed immediately.
- PPE equipment will be distinguished by colour to prevent cross contamination.
- Throughout the Covid-19 pandemic and during infectious outbreaks, equipment and high-touch areas were sanitised daily.

### **Sensory and Messy Play Policy Including the Use of Food**

*Practitioners must consider the individual needs, interest, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development - Statutory framework for the EYFS*

#### **Aim of policy**

To ensure that children have quality play opportunities which are safe, age-appropriate activities which promote children's creative and sensory development.

#### **Procedures**

- Staff will check for allergies and dietary requirements before engaging in 'play food' or 'messy play' activities.
- All messy play and sensory activities will be supervised to ensure the children's health and welfare is our top priority.
- All 'play food' or 'messy play' will be age appropriate and care must be taken with the size of any 'food play' to avoid a choking hazard.
- Only food supplied by the nursery will be used for 'messy food' activities.
- The 'play food' or 'messy play' experience will be kept with the activity and is not to be taken around the room.
- Children will be discouraged from eating 'play food' as well as putting any equipment used in their mouths, although sometimes this is unavoidable for babies.
- All utensils and equipment used will be thoroughly inspected and tested before to ensure the well-being and safety of the children.
- All utensils and equipment used during the activity will be regularly cleaned.
- Any equipment dropped on the floor during the activity will be taken and cleaned immediately.
- Any 'play food' or 'messy play' dropped on the floor will be cleaned away immediately and disposed of.
- 'Play food' or 'messy play' will be disposed of after use.
- Staff will ensure the area is cleared and thoroughly cleaned at the end of the activity making sure all 'play food' or 'messy play' is removed.
- Staff will ensure the equipment used is cleaned thoroughly after the activity.
- Parents/carers will be told what their child has played with during their hand over upon collection.
- Food allergies, intolerances, and health needs will be considered when providing messy play activities.
- Throughout the Covid-19 pandemic and during infectious outbreaks, messy play was either removed from provision or implemented in individual trays.

## **Health and Safety Policy**

*Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks - Statutory framework for the EYFS*

### **Aim of policy**

To ensure that positive steps are taken to promote health and safety within the setting and on outings and that proper precautions are taken to prevent accidents and minimize hazards.

### **Procedures**

- All staff are responsible for general health and safety in the nursery.
- At no time will children attending the nursery ever be left unsupervised either indoors or outdoors.
- We will have a public and employee liability insurance cover. The insurance certificate will be displayed at the nursery's entrance.
- All staff will undertake an induction into the nursery prior to working with the children. This will cover the health and safety of the nursery. Staff will be advised on how to use equipment to ensure the safety of children.
- A nominated person, who has received appropriate training, will undertake a full risk assessment of the premises, both indoor and outdoor, and identify any hazards and how these are to be minimised. These are to be reviewed regularly. On a daily basis each member of staff will act immediately upon identifying a hazard to the children or persons on the premises.
- The nursery will be checked before young children arrive for each session. Any hazards are to be logged immediately and action to be taken to rectify, isolate or remove the hazard. The outdoor play area is to be checked daily.
- A product data assessment, in relation to COSHH, will be undertaken of all hazardous materials and reports will be stored in the nursery. These materials will be stored securely and will not be accessible to children.
- All visitors to the nursery will be asked to sign into the visitor's book and sign out when leaving. Any visitors will only be admitted with agreement from the manager. No visitors will be left unsupervised in the nursery.
- When playing outdoors staff will ensure that unauthorised adults do not have contact with the children.
- Staff should be aware of the risk of suffocation with less mobile babies and children where cushions and pillows are used.
- Prams, highchairs, and low chairs should be used in line with the manufacturer's advice. When using prams, staff should ensure that safety harnesses are always used. Safety straps from highchairs have been removed for risk of choking.
- Before using the outdoor play area, a member of staff will check the outside play area for harmful objects, at the beginning and during sessions. We will check the area is secure and that gates and fencing are in a good state of repair.



- We will check the plants when using an outdoor area to ensure they do not present a danger to children.
- We will make sure that any water play is supervised at all times. Any standing water will be emptied at the beginning of each day and throughout the day.
- We will regularly count the numbers of children, ensuring if we move from indoors to outdoors and vice versa, that no child is left behind or at risk. We will cross reference our headcounts to our registers which will be taken outside along with the children.
- The nursery will display a health and safety at work poster in the kitchen.
- Spillages are dealt with as soon as possible.
- Large outdoor equipment is sited on a safe surface. Children are supervised at all times.
- Children are supervised at all times when playing in water and floors are kept dry.
- Water available to children is regulated to the required temperature.
- Floors have non-slip surfaces and are regularly checked for safety reasons. Wet floor will have a wet floor sign displayed.
- Room temperatures are maintained at the appropriate temperature.
- No teething necklaces or anything around their neck to be brought in and will be removed.

### **Health and Safety**

- A full risk assessment of the outdoor area must be undertaken and all hazards minimized. Risk assessment should be reviewed every 6 months.
- Equipment should be set up before the children go out.
- Children will be taught to use tools safely and effectively.
- Any play equipment used by the children must be checked carefully as it is set out and put away.
- Any unsafe equipment should be reported to the nursery manager.
- Fresh drinking water should be available at all times.
- All staff should ensure children are wearing the appropriate clothing and footwear, dependent on climatic conditions.
- Sunhats must be worn and sun cream applied in sunny and hot conditions.
- Staff need to be always aware of the number of children outside and headcount accordingly, as they would inside.
- All staff must be clear about issues of safety and supervision.
- Students on placement or visitors cannot be left alone with the children.

### **Information to Parents**

- Parents need to know that children will be using the outdoor provision all year round.
- Cooperation is required to ensure that jackets, hats, and footwear are weather appropriate.
- Parents will be asked to give permission for sunscreen to be applied when necessary.



## **Fire Safety Policy**

*Providers must take reasonable steps to ensure the safety of the children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure - Statutory framework for the EYFS*

### **Aim of policy**

To ensure the safe evacuation of children and staff in the event of a fire.

### **Procedures**

- We will nominate a member of staff who is responsible for fire safety. The designated fire safety officer will make regular checks of the fire safety equipment, logging any faults.
- We will ensure all entrances and exits from the building, including fire exits, are clearly identifiable, free from obstruction and easily opened from the inside.
- The importance of always keeping the register up to date, including the staff on duty cannot be overemphasized. All visitors must be recorded when they arrive and leave so the head count following evacuation is accurate.
- All staff will, at induction before working with the children, be informed how to raise the alarm and how to alert the emergency services.
- The fire evacuation procedures will be followed by the staff should the alarm be raised.
- All room supervisors will be nominated to ensure the fire exits are clear and fire doors are not locked whilst the childcare provision is operating.
- Fire exits will be checked upon opening checks each day.
- The fire safety cot to evacuate the babies is to be easily accessible by the baby room. Staff will be delegated to assist the evacuation of the babies, young children, and staff and children with limited mobility.
- We will display fire safety procedures within the nursery.
- We will record the outcome of the fire drill and the records will be kept secure in the nursery; they will identify what needs to be done to improve the evacuation.
- Fire drills will take place at minimum, once a term.
- The fire alarm is tested weekly and documented.
- Fire drills are planned to occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.
- Review of procedures will be undertaken in conjunction with other users within the building and with reference to any changes in guidance from the Fire Authority.
- Children Act Regulations require we keep a statement of the procedures to be followed in the event of a fire.
- Staff must take the emergency bag, a phone, the register, first aid kit, and children on each fire drill of evacuation. No one is to go back into the building unless told otherwise.
- Staff will seek emergency services by contacting 999.

### **Outdoor Play Policy**

*Providers must provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis. - Statutory framework for the EYFS*

#### **Aim of policy**

To plan and provide experiences, which are appropriate to each child's stage of development as they progress towards the early learning goals.

#### **Procedures**

- We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight to absorb vitamin D more effectively.
- The staff will use the outdoor area as a natural resource for learning, including the outdoor space, when planning for the children's learning and development.
- The staff should ensure that the outdoor area offers the children the opportunity as effectively as they can in the outdoor environment.
- We will provide opportunities to develop their large motor skills and have regular physical exercise. Physical exercise should be planned for all children in the nursery.
- We will aim to give children the opportunity to plan and have ownership for their learning in the garden.
- We will encourage children to take care of their living environment and to care for living things.
- The staff will support children in developing their appreciation of natural beauty and a sense of wonder about the natural world.
- Children will be given the opportunity to relax and rest in the outside area.
- Evaluations of the area will inform the childcare setting plans for future resources or changes to the area.
- The children will have the opportunity to play outdoors in different types of weather, providing appropriate clothing is worn.
- Babies will have their own safe garden space to explore and enjoy.
- Where possible, the children will have access to an outdoor play space twice a day, unless it is unsafe to do so because of extreme or unsafe weather.
- Continuous provision will be implemented outdoors.
- We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play.'
- Children will have the opportunity to visit local outdoor environments on outings.
- We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

## **Critical Incident Policy**

### **Aim of Policy**

To plan for all eventualities to ensure the health, safety, and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our nursery can operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- Any other incident that may affect the care of the children in the nursery.

If any of these incident's impact on the ability of the nursery to operate, we will contact parents at the earliest opportunity.

### **Flood**

- There is always a danger of flooding from adverse weather conditions or through the water and central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer, and they conform to all appropriate guidelines and legislation.
- If flooding occurs during the nursery day, the nursery manager will plan based on the severity and location of this flooding, and it may be deemed necessary to follow the fire evacuation procedure. In this instance children will be kept safe, and parents will be notified in the same way as the fire procedure.
- Should the nursery be assessed as unsafe through flooding, fire or any other incident we will follow our operational plan.

### **Burglary**

- All nursery staff follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Alarm systems are used and in operation during all hours the nursery is closed.
- The manager/senior staff will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:
- Dial 999 with as many details as possible, such as name, location, details of what you have found, and emphasise this is a nursery and children will be arriving soon.

- Contact the nursery owners for help and assistance.
- Contain the area to ensure no-one enters until the police arrive. The staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice, including following the relocation procedure under flood wherever necessary to ensure the safety of the children
- The manager on duty will help the police with enquiries, such as by identifying items missing, areas of entry etc.
- A manager will always be available during this time to speak to parents, reassure children, and direct enquires.
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery.

### **Abduction or Threatened Abduction of a Child**

- We have secure safety procedures in place to ensure children are safe while in our care, including safety from abduction. Staff must always be vigilant and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. Visitors and general security are covered in more detail in the supervision of visitor's policy.
- Children will only be released into the care of a designated adult; see the Arrival and Collection of Children Policy for more details. Parents are requested to inform the nursery of any potential custody battles or family concerns as soon as they arise, so the nursery can support the child.
- The nursery will not take sides in relation to any custody battle and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access unless a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.
- If a member of staff witnesses an actual or potential abduction from nursery, we have the following procedures which are followed immediately:
  - The police must be called immediately.
  - The staff member will notify management immediately and the manager will take control.
  - The parent(s) will be contacted.
  - All other children will be kept safe and secure and calmed down where necessary.
  - The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction.

### **Fire**

- Please refer to the fire safety policy.

### **Bomb Threat/Terrorism Attack**

- If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm as soon as the phone call has ended. The management will follow the emergency evacuation procedure to ensure the safety of all on the premises and will provide as much detail to the emergency services as possible.
- The evacuation assembly point for emergencies is initially the nursery car park. Staff must gather there and await further instructions.
- Follow emergency plan for information and forms.

### **Other Incidents**

- All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene. Any other incident that requires evacuation will follow the fire plan. Other incidents such as no water supply will be dealt with on an individual basis considering the effect on the safety, health and welfare of the children, and staff in the nursery.
- The nursery manager will notify Ofsted in the event of a critical incident.

### **Evacuation and Lock Down Procedure - Please See Emergency Plan Policy**

- Any children showing worries or concerns will have one to one time with their key person or buddy to talk about these.
- Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.
- After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully, and the procedure went as planned.

### **National Outbreaks of Infection or Health Pandemic**

- In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice, and advice from our insurance provider.
- The nursery manager will notify Ofsted in the event of a critical incident.
- The setting will remain open as long as we have sufficient staff to care for the children.

## **Display Board Policy**

### **Aim of policy**

To provide a stimulating environment that visually supports the children's learning and development.

### **Procedure**

- All display boards must be appropriate for the age and stage of the children, ensuring that they are interesting, stimulating, and not overly cluttered.
- Display boards must reflect a multicultural and diverse perspective.
- Where possible, the children's artwork should be displayed to give them a sense of pride in their creation. This artwork should be open-ended where possible in line with our curriculum.
- Real photos should be used as opposed to cartoons when possible.
- Booklets or flashcards displaying photos should be utilised and accessible to children during continuous provision. This supports children to have access to display material, without making the walls in the play space appear cluttered.
- Topic displays are used to support cultural capital. These display boards display topic related photos, topic related open-ended artwork, and the topic related activities and experiences that the children have taken part in. The topic board is a work in process and is changed throughout the month as the children learn more about the focus.
- Where text is utilised in display boards, the font 'Comic Sans' or 'Twinkl' should be used to show the correct formation of letters and symbols.
- Handprint and footprint art should be avoided where possible.
- Natural colours should be used on display boards in the cosy corner to provide a calm environment. These display boards must not be cluttered.
- Parent notice boards must be accessible in all rooms.

## **Animal Health and Safety Policy**

### **Aim of policy**

To recognise the value animals and pets can bring to the emotional needs of children and adults. Caring for animals and pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

### **Procedure**

- We ensure that any animals are child friendly and collected from a registered pet shop.
- Staff and children must treat the pet with utmost care.
- Protective equipment is used, such as gloves and aprons, when staff are cleaning the animal or animal's equipment.
- Children handling the pets are closely supervised.
- Children are never left unattended with the animal.
- Children are supported to treat the animal with respect and care.
- Children's allergies are considered with regards to caring for and being around the pet.
- Parents and carers are informed of the nursery pet.
- Pets are not allowed near food, dishes, worktops, or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths while pets are being handled. Staff explain the importance of this to the children.
- Children are encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.
- In the case of a visitor bringing pets into the setting, such as a petting farm experience, a risk assessment on the animals will take place prior to their visit. The previous statements regarding personal hygiene, cross contamination, and children supervision also applies.
- In the case of an organised trip that involves animals, such as to the zoo, a risk assessment on the animals will take place prior to their visit. The previous statements regarding personal hygiene, cross contamination, and children supervision also applies.
- Children may only handle pets when sat down on a soft surface.

# Organisation



## Organisation

### Aim of Policy

We will meet the needs of the children in our care through our planning, observing, and assessing the needs of each individual child.

### Procedure

- Our planning for the children in our care is based around the Early Years Foundation Stage and uses the Development Matters framework as a guide. The principle that will guide the work for all the Early Years Practitioners in our childcare setting are grouped into four principles:

**A Unique Child** - Every child is a unique child who is constantly learning and can be resilient, capable, confident, and self-assured.

**Positive Relationships** - Children learn to be strong and independent through positive relationships.

**Enabling Environments** - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

**Learning and Development** - Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

- The key person will plan for individuals and for groups of children based on ongoing observations and assessments, using the Development Matters as a guide.
- Information gathered from observations, whether documented on Tapestry or not, is used to establish; what the child can do and what the needs are of every child at that time for his/her development and progress.
- It is not mandatory for all observations to be documented on Tapestry as the key worker's knowledge on the child is enough. We aspire to reduce paperwork as much as possible.
- Identify what relationships, experiences, and activities need to be planned to meet their 'Monthly Target' for the individual based on realistic and challenging expectations. We will build on the child's interests.
- Throughout the child's time in the childcare setting, the staff will undertake regular observations of the children, some of which will be documented through Tapestry observations if this does not take away time from the children. The observations identify significant steps of achievement and show what knowledge skills, undertaking, and attitudes the child has achieved.
- Practitioners will use the observations to help plan the monthly "Individual Target" or appropriate activities and experiences for the child. The observations will build towards a profile of the child's progress and development over time that can be shared with parents, colleagues, and other professionals.

## Curriculum and Pedagogy Policy

### Aim of Policy

Our curriculum is what you want the children to learn, and the pedagogy is how we teach them.

### Procedure

- At Bluebells, our ethos is to inspire a love for learning through a play-based approach and in a home-from-home environment.
- The key aspects of our curriculum and pedagogy are following the children's interests, providing open ended activities, focusing on monthly topics, using the key worker approach, and using continuous provision.
- We aspire for our children to become happy, resilient, confident, self-aware, and independent and to develop a love for learning.
- We use continuous provision in both our indoor and outdoor environments.
- Activities and room enhancements primarily reflect the interests of the children. All aspects of our pedagogy build on the children's interest.
- Our curriculum and pedagogy are designed to scaffold children's learning from the Baby Room to Pre-School.
- Our curriculum and pedagogy allow vast amounts of opportunities for hands-on learning and repetition, as we believe this is an important part of children's learning.
- We aim to encourage children to become members of the local community through promoting cultural capital.
- Our curriculum and pedagogy reflect a multicultural and anti-discriminatory perspective and is inclusive to all.
- British Values are consistently implemented in our provision.
- We create an enabling environment that supports the children to feel safe and secure.
- We value child led play, with opportunities for sustained shared thinking.
- There are intervals in the day for adult led activities such as carpet time activities. Children will be encouraged to participate.
- Our routine is flexible and can be adapted to suit the needs of the children.
- Outdoor play is an important part of our curriculum. See 'Outdoor Play Policy.'
- Monthly topics are introduced through the children's interests to promote cultural capital.
- Our play areas serve as an enabling environment in conjunction with our curriculum.
- We use the key worker and buddy approach to ensure that we know our children in the best way possible. This includes their interests, areas of strength, and areas for support.
- Monthly individual planning enables the key worker to plan for enhancements in the environment and activity provision to support children towards their targets. These enhancements are implemented in continuous provision.
- Staff support children by engaging in their play.
- Our curriculum and pedagogy links into the Early Years Foundation Stage. We use the Development Matters to inform individual planning.
- Our curriculum and pedagogy aim to support school readiness for all children.

### **Learning and Development Policy**

*Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction - Statutory framework for the EYFS*

*'Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education (Early years inspection handbook September 2019)*

#### **Aim of policy**

To plan and provide experiences, which are appropriate to reach the child's stage of development as they progress towards the early learning goals and teach them the essential knowledge for future success.

#### **Procedure**

- All parents will be asked to complete an "All About Me" booklet on Tapestry which will give information about their child to support settling in.
- Parents / Carers will be encouraged to fill in a developmental flower with the child's key worker to provide a baseline with regards to their current stage of development.
- Staff will encourage all babies and children to be confident, independent, and develop their self-esteem through well planned and purposeful activities, relationships, and experiences.
- A safe and welcoming environment will be planned to meet the needs of individual babies and children who are able to explore and investigate their world with developing confidence and security.
- We will ensure that babies and children develop a sense of belonging and security by listening to and responding to them, talking, gesturing, laughing, and singing with the children at their level.
- We will respond warmly to the children and on arrival the child will be met with their key person (whenever possible) to reassure the parent and child and to discuss the child's immediate needs, home issues, and well-being.
- We will use photographs of parents and comfort objects from home to help children feel secure. Parental permission must be given before any photographs can be taken or used within the nursery. At all times when taking or using photographs, the child's welfare must not be compromised.
- Staff will be deployed so they are able to support children's play and learning, with the majority of their time spent interacting with the children in a variety of areas, both indoors and outdoors. This enables adults and children to experience differing opportunities and language with a variety of adults and children.
- Staff will provide sensitive and thoughtful interactions to enhance the children's growing self-esteem and confidence, allowing children to make choices and decisions.

- Staff will be responsive and respectful towards children's backgrounds and abilities and will provide experiences and interests that challenge the child, are appropriate to their level of development, and provide role models.
- We will aim to increase children's independence and help them to develop a sense of self identity. Each child is positively valued for what he or she can do, and staff respond warmly and attentively to the child's contribution.
- The partnership with parents is about learning from each other. We will aim to make parents feel a welcome part of the setting and we strive for continuity between home and the setting. We adopt a non-judgemental approach and respect parents as the child's most important people.
- Parents and carers are kept informed about their children's care and development through informal contact at the beginning and end of the session when their input and viewpoint is valued and listened to.
- Key persons and buddies will act upon shared information to ensure the child's well-being is catered for.
- Significant notes and photographs will be shared with parents at the end of the day so parents build a picture of their child's day, share their achievements at home and in the setting, and can feel a welcome part of their child's day. Photographs are not mandatory for evidence and should not interrupt the child's learning.
- An individual online profile (Tapestry Learning Journey) of the child's development, achievement, and records will be updated and is freely available for the parents to read or add to.
- Parents are actively involved in the daily life of the setting, and are kept informed about forthcoming events and planned activities through online communications.
- Information on meals and snacks provided each day will be displayed on the notice board within the nursery.
- We promote fundamental British values throughout the nursery.
- Staff are sensitive and understand the limit of children's ability to share and cooperate, so resources are chosen that support cooperative play.
- Staff will demonstrate high standards of respect and cooperation between themselves at the setting and the children will see staff using polite and courteous language when addressing each other, children, and other adults at the setting.
- During mealtimes, staff will join the children for their meal or snack making this a social opportunity to interact, and a chance to encourage positive models of healthy eating, and cooperation. At snack times, we encourage children to develop the skills to feed themselves and promote independence.
- We aim for children to develop as independent, curious learners, who are willing to take calculated risks in a safe environment, where they can try out new skills and experiences.
- Children's individual need to have some quiet time will be respected and their individual sleep patterns will be adhered to.

### **Guidance to Support the Procedures**

A safe and welcoming environment is planned to meet the needs of individual babies and children who are able to explore and investigate their world with developing confidence and security.

- Floor surfaces are kept free of unnecessary tables and chairs to give children more room to move around. Carpeted areas and cushions provide comfortable areas to explore resources and sit, crawl, climb, and walk near to members of staff who are frequently at floor level with the children.
- Wherever possible, displays and equipment are stored at accessible height for children to access and the children are encouraged to be responsible for making sure equipment and resources are put back when finished with.
- Children are encouraged to use equipment with care and respect, for instance children are shown how to turn the pages of a book carefully so that they do not rip and where to put them back so that other children may enjoy them.
- Staff will provide sensitive and thoughtful interactions to enhance the children's growing self-esteem and confidence, allowing children to make choices and decisions.
- Opportunities for child-initiated play are provided by setting up resources that are accessible for children to use in their own way, such as collections of 'treasure' and natural materials.
- Staff facilitates children's play by helping the children to make decisions, develop their language, and encourage positive behaviour.
- Books and resources used in the nursery are carefully chosen to provide positive images of race, gender, and ability.
- The role play area provides multi-cultural resources. The 'small world' mini people include representations of the diversity within our communities.
- Activities and experiences are planned that reflect the children's families and communities' interests and diversity.
- We would welcome visitors from the local community.
- The role play is regularly changed to reflect interests of the children and enhanced to support cultural capital.
- We aim to increase children's independence and help them to develop a sense of self-identity.
- Each child is positively valued for what they can do, and staff respond warmly and attentively to the child's contribution. This is achieved through positive praise, reinforcement, and encouragement.
- Staff have high expectations of the children and will encourage them to reach their full potential through friendly and sensitive support and guidance such as praising children who are attempting to feed themselves, giving them time and encouragement, rather than the adult constantly spoon feeding.

- Staff will observe what interests babies and children in their play and let the child take the lead. For instance, in helping them to secure fabric to make the 'den' or helping the child to find suitable objects to put in their wheelbarrow at the 'building site'. Staff listen to what children say and value their input by allowing children to make some of their own decisions in their play.
- The partnership with parents is about learning from each other. We will aim to make parents feel a welcome part of the setting and we strive for continuity between home and the setting. We adopt a non-judgemental approach and respect parents as the child's most important people.
- The nursery supports nursing mothers.
- Staff will model positive behaviour with the children. They will praise positive behaviour shown by children. When children are kind and helpful to each other, staff will point out why they are pleased with the children and encourage them to play and interact with each other in a positive way.
- If a child is distressed following any incident, they will be supported and comforted.
- Any child displaying inappropriate behaviour will be made aware that it is the behaviour not themselves that is unwanted.
- Staff will use puppets and role play to demonstrate positive models of behaviour. If a child's behaviour gives cause for concern this will be discussed with parents and strategies will be developed with the parents.
- Nursery has a policy for behaviour. All issues need to be handled with sensitivity and care.
- Appropriate to their age and development, children are encouraged to help decide about rules and boundaries. Children will talk about the need for rules to keep them safe, happy, and healthy. Staff will talk to the children to help them to decide what is and is not acceptable and lead them to make positive choices.
- Duplicate 'favourite' resources and large sets of equipment such as building blocks are provided that encourage children to work and play together. The role play area which is themed, allows children to take on roles of adults they see in everyday life such as a caring vet or nurse. Adults will model positive behaviour alongside the children during play. Through stories and role play, the children re-enact story situations, being able to explore feelings and emotions and consider right and wrong.
- Play underpins all development and learning for young children. It is through play that children develop intellectually, creatively, physically, socially, and emotionally.
- Staff will be flexible and confident to take advantage of children's interests or unexpected learning opportunities.
- 'Focused' or adult led experiences and activities are also planned, which provide support and guidance from staff, such as exploring sounds with a range of instruments, listening to a story, singing a song together, or role-playing.



- The environment is set up so that there is a balance of child and adult initiated play, and sustained shared thinking both indoors and outdoors. The environment and experiences allow children to develop their physical skills and a range of physical play equipment is available both indoors and outdoors. 'Continuous' environments are always available, which will be enhanced through thoughtful additions relating to topics or interests.
- We aim for children to develop as independent, curious learners, who are willing to take calculated risks in a safe environment, where they can try out new skills and experiences.
- We will ensure resources are provided that stimulate children's natural curiosity. Resources for child-initiated exploration and play, such as discovery boxes and a range of natural materials are available for the children to select from.
- We recognise children's need to have some quiet time and therefore provide a quiet, cosy corner to enable children to enjoy a quiet time to relax, without distractions.
- Children's language and mathematical thinking is well supported by adults, who respond sensitively.
- Staff will observe, listen, mirror, model, and respond to young babies, taking time to listen to children and babies and to interpret their non-verbal 'infill's' whilst children are talking to them. Staff will respond with positive responses and show that they are interested in what the children are saying.
- Staff recognise the importance of children's thoughtful 'silences' and know the value of not over questioning children during their play, but making thoughtful responses such as "I wonder what" or "tell me about" or "can you tell me how to".
- We provide rich and stimulating opportunities to develop children's language and imagination through stories, rhymes, songs, and role play. The environment supports a love and interest in books and print, and the nursery provides a print rich, but not cluttered, environment. Varied examples of print, including books, magazines, posters, and leaflets, support children's interest. The reading area provides comfortable seating and a range of high quality books by popular children's authors. Books are supported by puppets and artefacts from the stories so children are able to 'retell' or act out stories, developing their story book language.
- The nursery supports Jolly phonics, Welcomm, and sound and listening programme.
- Opportunities for mathematical development are provided through varied and wide everyday experiences.
- The environment provides opportunities for counting and sorting, writing number labels, handling money, and problem solving. For example in the seaside shop children can decide how to arrange stock on the shelves, using positional language such as above, below, next to. Children are encourage to use mathematical language to support their play, such as when sharing out equipment, comparing sizes, counting objects, matching, and sorting. Staff will reinforce language such as forwards, backwards, curved, and straight when children are playing with vehicles on a road map. When growing sun flowers, children will
-

compare which plant is tallest or shortest and when baking, children will begin to use comparative language such as heavy, light, more, or less.

- In the choice of books we offer, we aim to provide children with a rich and varied diet exposing the children to diverse and imaginary settings, themes, and topics.
- Mathematical language and concepts are also developed through a collection of books with mathematical themes. Resources and everyday objects are used to develop mathematical concepts such as various length objects for children to sort and match.
- We believe that children's imagination and creativity should be encouraged throughout the environment. We provide experiences and opportunities that help children to develop the skills, attitudes, and knowledge that they can use in all areas of learning and development.
- Adults introduce new and varied materials and media, stories, music, and contexts into the environment and space. Resources are organised so that children can select independently to support their play. For instance, children building a train track can select suitable objects to represent tunnels and landscape. We allow children to create and represent their own interpretation of the world and recognise that it is more the process of creating something, than the finished product. We support the children by helping them to access skills and techniques. We allow children the flexibility to develop their own ideas and do not constrain children by imposing adult-determined outcomes.





### **Gender Equal Play Policy**

*"It is never too early to question what is seen as 'normal' or what is traditionally expected of boys and girls in our society. In fact, doing so from a very young age helps to protect children from the negative consequences of inequality and discrimination as they grow into adults." - The Care Inspectorate in Scotland 'a guide to Gender Equal Play'.*

#### **Aim of Policy**

To encourage and implement gender equal play through a wide range of resources and planned activities.

#### **Procedures**

We will do this by:

- Making all resources and activities open to all children.
- Providing open ended resources that can be anything that the child wishes it to be.
- We will not stereotype resources to a specific gender.
- We will provide a large selection of dressing up clothes for all children to access.
- We will always ensure positive communication, both verbal and body language.
- We will encourage our gender equal play ethos to all parents, children, and staff.

### **Online Learning Journal Policy**

*Each child must be assigned a key person. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home -*

*Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure that all children attending the nursery have a personal learning journey which records photos, observations, videos and comment, in line with the EYFS. Where possible, this will be used to record each child's achievements with us and to help us to provide appropriate activities to best help them meet their next developmental steps.

#### **Procedures**

- Each child will have a key person allocated to them who will be responsible for the compilation of that child's learning journal.
- Staff, who may not be the child's key worker but have observed or supported children's progress, are invited to contribute to the child's learning journal to give a first-hand account.
- Staff knowledge on the child will suffice as observations with regards to progress made or milestones achieved. Evidence on Tapestry is not required.
- Our setting uses an online learning journal (Tapestry) which allows staff and parents to access the information from any computer via a personal, password protected login.
- Staff access allows input of new observations and media or amendment of existing observations or media.
- Parent access allows input of new observations and media or the addition of comments on existing observations and media.
- Parent log in does not have the necessary permission to edit existing material.
- Parents logging into the system are only able to see their own child's learning journal.
- All information inputted into the Tapestry is moderated by the supervisor before being added to the child's learning journal.
- Parents are asked to sign an agreement to protect images of other children that may appear in any photographs or videos contained in their child's learning journal.
- The learning journal is started once the child has started nursery.
- Entries will be made to capture progress made and will link up to the seven areas of learning and development and COEL.
- Observations will be as brief as possible and should not take staff's time away from the children.
- Photographs will not be taken if the staff member believes this will interrupt the child's learning. The staff member's knowledge of the progress is enough and evidence is not required on Tapestry to document learning that has taken place.
- In all written observations, other children will not be referred to by name.

- All photographs taken of children are uploaded to Tapestry as soon as possible and deleted from the hand held device.
- Tapestry is used to upload 2 Year Reviews, which parents have access to and are encouraged to share with the health visitor.
- Tapestry is used to publish termly 'EYFS Personal Profiles' to summarise the progress that has been made over the past term in relation to the seven areas of learning and development.
- Parental uploads to Tapestry will be taken into account when planning play experiences for children.
- Tapestry may be used for parent partnership, such as publishing newsletters or sharing upcoming events.
- Tapestry is not to be used as a general communication tool between nursery and home. A child's learning journal is a document recording their learning and development and parents may add comments on observations or contribute photos, videos, or information about activities they have been doing at home.
- Parents may contact us through the usual channels for any other day to day matters such as absences or enquiries.
- The tapestry online learning journal system is hosted in secure dedicated servers based in the UK.
- Access to information stored on tapestry can only be gained by unique user ID and password.
- Parents can only see their own child's information and are unable to login to view other children's learning journals.
- Please refer to our e-safety policy for more information.

## **Enjoying and Achieving Policy**

### **Aim of Policy**

We aim to encourage all children to progress and achieve their full potential through using the Early Years Foundation Stage framework.

### **Procedures**

- Children's progress, achievements, or attempts will be celebrated.
- We will support the children to be confident in their abilities, to persevere, and develop resilience.
- We will meet the needs of the children in our care through planning, observing, and assessing the needs of each individual child.
- Our planning for children is based around the Early Years Foundation Stage. The framework provides the support, guidance and challenge to enable practitioners to plan for children's holistic development.
- Throughout the child's time in the nursery, the staff will undertake regular observations of the children, using a variety of approaches. An example of which could be taking photographs, as part of an ongoing assessment. Staff are not required to use Tapestry to provide evidence for achievements, but can do so as long as it does not take time away from the children.
- Further information about the Early Years Foundation Stage is available from the staff in the nursery and on our notice boards.
- The key persons or buddies will arrange continuous provision and adult led activities based on their key child's interests, next steps, and recent achievements. Information gathered from observation is used to establish; what the child can do, what the needs are of every child at that time for their development and progress, and what experiences, relationships, and activities need to be planned to meet the next steps for the individual.
- The observations identify significant steps of achievement and show what knowledge, skills, understanding, and attitudes the child has achieved. Practitioners will use the observations to help plan the enabling environment or appropriate activities and experiences for the child, based on realistic and challenging expectations. This will contribute to the child's individual planning.
- The observations will build towards a profile of the child's progress and development over time which can be shared with parents, colleagues, and other professionals.
- Staff knowledge on the child will suffice as observations with regards to progress made or milestones achieved. Evidence is not required.
- For children to enjoy and achieve we have developed our policies around the Early Years Foundation Stage (EYFS).

### **Cultural Capital**

*'Some children arrive at an early years setting with different experiences from others, in their learning and play. What a setting does, through its EYFS curriculum and interactions with practitioners, potentially makes all the difference for children. It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning.'* (The Early years inspection handbook paras 142 and 143)

### **Aim of Policy**

Practitioners should be encouraged to be familiar with the term 'cultural capital' and how they help all children including those who are disadvantaged and with SEND access all the experiences they offer.

### **Some of the ways we demonstrate cultural capital:**

Helping children to:

- Develop an understanding for the world around them through activity provision and topics which build on the children's interests.
- Explore different occupations and imaginative play opportunities through adapting the Home Corner.
- Expose children to other cultures through stories, resources, and activities that reflect a range of backgrounds.
- Build on the children's experiences at home by introducing them into nursery.
- Supporting independence.
- Learn new words and their meaning - through stories and knowledgeable practitioners building on children's interests and ideas.
- Listen to and participate in different types of music.
- Look at many different types of books including fiction and non-fiction.
- Hear and participate in a wide variety of rhymes, poems and stories.
- Have fun with words such as thinking of different rhyming words.
- Express and test their thoughts and ideas in different ways such as simple experiments, building structures, painting, modelling.
- Dance and act out stories.
- Understand different cultures, festivals and celebrations.
- Have a range of different experiences including trips and outings locally or further afield.
- Manage their feelings and behaviour and understand how to behave in different situations.
- See wonder and beauty in the world, such as looking at wildlife, flowers, patterns in buildings etc.

# Documentation



### **Documentation**

- We will meet the needs of the children in our care by ensuring the safety and efficient management of records, policies, and procedures.
- We will maintain all the appropriate records on the children and their parents in line with legal requirements.
- We will display our registration certificate and insurance certificate for parents to view when coming into the nursery.
- All our records will be available to Ofsted and appropriate agencies, in line with our policy of confidentiality.
- All documentation will be stored safely and securely at all times, including when the nursery is operating.
- We will ensure the parents have any information about any Ofsted inspection, have access to a copy of the report within 5 days of publication, and all parents will be able to access information on any complaints made against the nursery.
- We will use the Early Years Foundation Stage welfare requirements to safeguard and promote children's welfare.
- We will regularly review how we are meeting the outcome by assessing our service through staff discussion and also by asking parents to share their views through questionnaires and subsequently analysing their responses.

### **Provider's Records Policy**

*Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services, Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to ensure the needs of all the children are being met. - Statutory framework for the EYFS*

#### **Aim of Policy**

To ensure that the records and information held on the staff caring for the children and the systems in place to support them are safe and effective.

#### **Procedures**

We will keep the following information on site and secured to protect the confidentiality of information as appropriate:

- We will keep the name, home address, and telephone number of any person who is employed on the premises.
- We will keep a daily record of the names of the children looked after on the premises, their hours of attendance, and the names of the people who look after them.
- We will keep a record of accidents occurring on the premises.
- We will keep a record of any medicinal product administered to any child on the premises, including the date and circumstances of its administration, by whom it was administered, including medical products which the child is permitted to administer to him/ herself, together with a record of a parents consent.
- We will keep a record of complaints that includes brief details of the complaint, the EYFS statutory framework(s) it relates to, how it was dealt with, the outcome of any investigation including any action(s) taken and whether and when the parent was notified of the outcome. A written procedure to be followed where a parent has a complaint about the service provided by the registered person.
- We will display a copy of our registration certificate and insurance certificate for parents to see when entering the childcare setting.
- We will have available an up-to-date risk assessment identifying when it was carried out, by whom, date of review, and any actions taken following the review or an incident.
- A statement of the procedure to be followed in the event of a fire or accident.
- A statement of the procedure to be followed in the event of a child being lost or not collected.
- A statement of the arrangement in place for the protection of children, including arrangements to safeguard the children from abuse or neglect and the procedures to be followed in the event of abuse or neglect.
- We will inform parents if we receive advance notice of any inspection taking place, when an inspection is taking place a notice will be placed in the nursery, advising parents that an inspector is on site and available to speak with them if they wish to do so.
- We will provide all parents with access to a report within 5 days of being published.



### **Access and Storage of Information Policy**

*Records must be easily accessible and available (with prior agreement from Ofsted or the childminder agency with which they are registered, these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. - Statutory framework for the EYFS*

- At Bluebells Day Nursery, we have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention.
- Parents are welcome to view the policies and procedures of the nursery which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or by accessing the file in the entrance lobby or on the nursery website. The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these.
- Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.
- As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed in the entrance lobby.
- All parent, child, and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates, and photographic images. We will ensure that staff understands the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.
- The nursery's records and documentation that are required to be kept and stored by current legislation are performed in accordance with minimum legal archiving requirements. Please refer to the record retention policy for details.
- Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our Privacy Notice which is displayed around the nursery.
- If parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

### **Retention policy**

Records relating to individual children must be retained for a reasonable period of time after they have left the provision.- Statutory framework for the EYFS

#### **Aim of Policy**

This policy is subject to the laws relating to data protection and document retention. We are required under legislation to keep certain records about children, parents and also staff members. Due to this legislation we are required to keep this information for a set amount of time. Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Access and Storage of Information policy, the Data Protection and Confidentiality policy and the Privacy Notice.

**Children's Records** - A reasonable period of time after children have left the provision. We will follow the Local Authority procedure here and this states they should be kept for 25 years.

**Government Funding Forms** - All funding documents will be kept for a minimum of 7 years.

**Records Relating to Individual Children** - We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records. Copies will be kept for a reasonable period. We will follow the Local Authority procedure here and this states they should be kept for 25 years.

**Accidents and Pre-Existing Injuries** - If relevant to child protection we will keep these until the child reaches 25 years old.

**Safeguarding Records and Cause for Concern Forms** - We will keep until the child has reached 25 years old.

**Records of Any Reportable Death, Injury, Disease or Dangerous Occurrence (For Children)** - As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 21 years and 3 months.

**Records of Any Reportable Death, Injury, Disease or Dangerous Occurrence (For Staff)** - 3 years

Type of accidents include fractures, broken limbs, serious head injuries or where the child is hospitalised.

**Observation, Planning and Assessment Records of Children** - We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children is either given to parents when the child leaves or to the next setting/school that the child moves to (with parents' permission).

**Personnel Files and Training Records (Including Disciplinary Records and Working Time Records)** - 7 years

**Visitors / Signing in Book** - Up to 24 years as part of the child protection trail.