



Policies and procedures

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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 will be provided with information on how the childcare setting will meet the needs of their children, they will have access to all the policies and procedures governing the nursery. Our planning will identify, how through the Early years Foundation stage, we will encourage children to become aware of how to keep themselves safe. Our indoor and outdoor areas are designed to provide a safe environment.

No persons will be allowed into the nursery unless known to the Nursery Manager or Deputy, systems will be in place to record visitors to the site.

To protect children from harm or neglect we will ensure that an effective safeguarding children's policy and procedure is implemented.

We will have in place a complaints procedure, which will enable any concern to be fully investigated, and outcome shared with the complainant. Any concerns or complaints raised against statutory frameworks will be recorded (respecting confidentiality) and shared with parents who may wish to have access to 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 this with appropriate agencies 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 from our initial contact, and during the time the child is in our childcare setting Our transition policy will meet the needs of the individual child, whether the transition is from home, within the nursery, or from activity to activity. We will discuss each stage of transition within the nursery fully with parents, working with the new key person when children move from room, to the next.

To promote a healthy environment for our children we will ensure that our rooms are welcoming, interesting and accessible to all children.

We will offer children a varied range of stimulating resources, opportunities and experiences appropriate to their age and developmental stage which will engage them, contribute to their development and provide them with enjoyment.

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 of access to our nursery.

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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 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 in our care.

We will provide healthy and nutritious snacks and meals meeting the individual needs of our children.

The entire site will be smoke free ensuring the children will be cared for in a smoke free environment.

Our Emotional health & Behaviour management policy will emphasize positive strategies to reduce unwanted behaviour. Our ethos will promote respect and value for all members in our community and we will share with the children the diversity in our multi faith and multicultural society.

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.

Safeguarding 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

We will comply with Wirral's Local safeguarding Children's Board procedures and ensure that all staff working and looking after children in the provision are able to put the procedures into practice. We follow the updated version ([Working together to safeguard children - 2018](#))

Aim of policy

We believe that all children have the right to be in a safe environment both in our setting and in the community. At all times we will act in the best interests of the children to protect them from harm. This includes safeguarding girls from female genital mutilation (FGM).

Procedures

- We will ask parents to share information with us to enable us to meet the needs of their child. If information were shared that gives the staff concerns about a child safety or welfare of a child, then we would follow our local safeguarding children board policy.
- We will promote children's health by providing for their emotional and physical health through the activities and experiences we provide in their daily routines and learning opportunities. We will talk about their bodies and how they grow.
- 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 in the nursery. All staff are required to read this booklet and discuss with the nursery manager as part of their induction.
- Our safeguarding Children's policy and procedures will be regularly reviewed to ensure we are complying with the requirements of the Wirral Local Safeguarding Children's Board.
- We will make sure staff are aware of our role in protecting the children and their families against the risk of radicalisation and extremism (see prevent duty policy)
- Staff should recognise that children are capable of abusing their peers and be aware of procedures to minimise the risk of peer on peer abuse. (see emotional health and behaviour policy)

To protect children:

- Volunteers or students will not be able to be left alone with the children.

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- Every effort will be made to minimise the time when staff will be left alone with the children.
- We have nominated Christie Pendlebury and Clare Povey as our local safeguarding children's board coordinator in the nursery and she will have training to ensure we comply with the Local safeguarding children's procedures and our duty under the protection of children act.
- All staff will be able to refer concerns directly to Christie Pendlebury/Clare Povey, and if she is not available Helen Lloyd. If either of these are not available the staff must refer their concerns directly to the central advice and duty team 606 2008: out of hours - 677 6557. 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 the Local safeguarding Children's Board coordinator. If staff are not in agreement with any action taken they can refer this directly to the central advice and duty team.
- All staff will share their concerns regarding any significant changes in children behaviour, unexplained bruising or marks, any comments children make which give cause for concern or any determination in a child's overall well-being. All staff will receive training to recognise signs and symptoms of abuse whether physical, emotional, sexual or neglect.

What we will do if concerned about a child

- We have a duty to refer the concerns to one of the agencies with the statutory authority to investigate. These are the Wirral Children and Young People Department and Merseyside Police in the Wirral.
- If an allegation or concern is identified by a member of the staff team this is to be reported immediately to the designated safeguarding lead, who will in turn ensure this is shared with the registered person.
- All allegations from whatever source must be referred by the designated safeguarding lead onto Wirral's Local Safeguarding Children's Board, or the police without delay. We would inform parents/carers of the action 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/carers as far as we are legally able.
- We will not undertake any investigation into any alleged incident. We will assist as far as possible during any investigation of abuse or neglect as required by Wirral Local Safeguarding Children's Board.
- 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 distinguish 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 person will refer the allegation to the Wirral Local safeguarding Children's board 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 children's board team. Any investigation will

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be undertaken by police/Wirral's local safeguarding children's board using their procedure relating to allegations against professionals, staff or volunteers who have access to children by means of their employment.

- All concerns will be kept confidential and restricted to as few people as necessary, for accusations relating to children or against staff.
- 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.

Child protection 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

We will comply with Wirral's Local safeguarding Children's Board procedures and ensure that all staff working and looking after children in the provision are able to put the 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 rights 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.

Procedures

Child protection is part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

- Child protection training is a mandatory part of our induction process.
- We will ensure that all staffs 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.
- All early years settings must nominate a senior member of staff as the designated safeguarding and child protection person. Our settings designated person is Christie Pendlebury and Clare Povey. 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 Board 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 and child protection lead or deputy immediately. If they are not available they will inform the

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most senior person in the setting that day and ensure action is taken to report the concern to the CADT.

- We will ensure our policy is reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date.

Allegations of abuse made against staff policy

The safeguarding policy and procedure must include an explanation of the action to be taken in the event of an allegation being made against a member of staff. - Statutory framework for the EYFS

Aim of policy

To ensure we take all 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 related 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, Suzanne Cottrell, within 24 hours of any allegation and follow their advice.
- 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 or carers of a 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 police/Wirral's local safeguarding children's board using their procedure relating to allegations against professionals, staff or volunteers who have access to children by means of their 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.
- 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 in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded by both the manager and

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the designated officer, and an agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer what action should follow both in respect of the individual and those who made the initial allegation.

- It is essential that any allegation of abuse made against a member of staff or volunteer in the setting is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the 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.
- 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 to 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, is kept on the confidential personal file of the accused, and a copy provided to the person connected.
- Records will be retained at least until the accused has reached normal pension age or for a period of 25 years from the date of the allegation if that is longer.
- At the conclusion of a case the designated officer and the manager will review the nurseries 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 being followed up in accordance with the guidance.
- If a person is 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.

“Whistle blowing” 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 know the ways that they can raise any concerns about malpractice within the organisation which they may have.

Procedure

- 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 settings 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 or volunteer of the 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 relates to them, they can contact the managing director, Helen Lloyd (email bluebellshelen@gmail.com or call 538 8167).
- Staff can contact the local authority designated officer (LADO) Suzanne Cottrell (e mail suzannecottrell@wirral.gov.uk or call 666 4582 or 07780508918)
- Alternatively staff can contact our foundation consultant Sue Lamey (email susanlamey@wirral.gov.uk or call 327 3174) or Ofsted (e mail 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 making 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 issues) 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.

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- A disclosure in good faith to the managers/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 02074046609 or by email at whistle@pcaw.org.uk. For further information please see their website at 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.

Emergency plan 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 deal with emergency situations quickly, effectively and safely.

Procedures

- The emergency warning signal will be a repeated whistle. 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 over view 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. The managing director will be informed 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 i.e. water company, electricity provider etc.
- We will make sure all phones are fully charged so that we can contact parents/carers and inform them of any incidents or change to collection.
- In the event of a major incident we will keep parent's informed via local radio stations Radio city 96.7, Radio Merseyside 95.8 and Capital Liverpool 107.6

Emergency lock in/ lock down procedure

A lock in will occur when it is necessary for the community to remain indoors or, if outdoors, to return indoors quickly.

- The warning will be 4 long blasts on the whistle repeated 3 times.
- 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 room where safe to do so.
- All windows will be closed and secured. We will close all curtains and blinds. Room supervisor will take on this responsibility.
- Staff will perform a roll call of the children and perform continual headcounts.

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- We will not open the door to any person unless they are recognised 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 by 1 long blast of the whistle.
- In the case of a lock down - all staff and children should safely make their way upstairs and lock the door until emergency services arrive and deal with the outside situation.

Prevent policy

Providers must have regard to the governments statutory guidance 'working together to safeguard children 2015' and to the 'prevent duty guidance for England and Wales 2015' if providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police. - Statutory framework for the EYFS

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, and tolerance of those with different faiths and beliefs.

- Christie Pendlebury and Clare Povey (designated safeguarding leads) are the identified single point of contact in relation the prevent duty.
- 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 report any concerns they have to do with staff and Families to the designated safeguarding lead.
- Staff will be made aware of 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/ 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/ Channel Police Co-Ordinator will be involved in case discussions and collate relevant information in relation to referrals into the Channel process.
- Our local Prevent/ Channel Police Co-Ordinator and designated safeguarding lead for the nursery, will be responsible for attending Channel panel meetings, where necessary, to support assessment and intervention.

Policies and procedures

- We will build the children's resilience to radicalisation by promoting fundamental British values (see promoting British values policy).
 - We will assess the risk of children being drawn into terrorism and have a general understanding of the risks 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.
 - 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 (see separate policy) means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly.
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- 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 that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.
 - We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.
 - We will be aware of the online risk of radicalisation through the use of social media and the internet.
 - We will ensure 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 making sure they know what to do. For example if individuals were handing out leaflets or literature staff should report them to the police and/or the prevent team.
 - We will work in partnership with our local Prevent/ Channel Police Co-Ordinator for guidance and support.

To report a concern:

CHANNEL/PREVENT TEAM

Landline: 0151 777 8433/0151 777 8311

Mark Camborne (Prevent Lead for LA): 0151 606 2071 markcamborne@wirral.gov.uk

E mail: prevent@merseyside.police.uk Email: channel@merseyside.police.uk

Promoting British values policy

The DFE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

Aim of policy

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

Procedures

The government set out its definition of 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

- Children help to decide upon their room "rules" with each child contributing.
- Staff encourage children to know their views count and to value the views of others.
- Staff encourage children to talk about their feelings and value other peoples.
- 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 "twenty questions" about the provision where they are able to give their views.

Rule of law - understanding rules matter as cited in Personal, Social and Emotional development

- Staff ensure that children understand their own and others behaviour, consequences, and learn to distinguish right from wrong.
- Staff collaborate with children to create "rules", for example to agree to tidy up when we hear the triangle, and ensure that all children understand they apply for everyone.
- Children are taught the value and reason behind "rules", that they protect us, the responsibilities that this involves and the consequences when they are broken.

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- Visits from authorities such as the police and Fire service help reinforce these messages.

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 own confidence in their own abilities for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences at star time and learning.
- Children are given the freedom to make their own choices.
- Staff provide a range of experiences that allow children to explore the language of feelings and responsibility for example in small groups we discuss how we are feeling about moving to "big school".
- Staff encourage the children to reflect on their differences and to begin to understand we are free to have different opinions.

Mutual respect and tolerance - treat others as you want to be treated

- Children learn that their behaviours have an effect on 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 with the wider community.
- All children are encouraged to treat each other with respect.
- Staff encourage and explain the importance of tolerant behaviour such as sharing and respecting other people 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 talk about similarities and differences between themselves and others as they share their own family traditions, celebrations and experiences.

Emotional health and behaviour policy

Providers are responsible for managing children's behaviour in an appropriate way. - Statutory framework for the EYFS

Aim of policy

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

Procedures

- There is a named person with responsibility.
- In the nursery we have high expectation 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 the children to play in, duplicate popular toys, and large group's sets 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 and when appropriate children help decide rules to keep them happy, safe and healthy.
- Examples of unacceptable behaviour are anything that upsets, hurts, offends, excludes or frightens others. Staff will at all times discourage negative behaviour and 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.
- Children are encouraged to distinguish between right and wrong. Staffs are aware of the ability of babies and children to express their feelings and are sensitive to the emotions displayed by children.
- Children will be made aware that it is their unwanted behaviour that gives the staff concern, not the child him/herself.
- If a child is distressed or emotional, staff will distract the child and engage his/her attention elsewhere whilst talking to the child to establish the cause of their distress. Should the child's behaviour continue to give rise to concern, staff will discuss with parents if there is an apparent cause for this, and discuss strategies with the parents.
- Any form of physical discipline is not permitted. Children will not be shouted at.
- We promote positive behaviour through praise, rewards such as stickers/certificates and sanctions. We follow a graduated approach as identified in the SEND policy with regard to persistent unacceptable behaviour.

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- Tantrums will be ignored as long as the child does not hurt him/herself or any other child. We must understand tantrums as a learning and development process that all children experience at some time.
- If unacceptable behaviour persists, the child will be withdrawn from the activity/group for a short period. The child will beforehand be asked to see if the child/person hurt is alright and to demonstrate that he/she is sorry. This incident will be written down in the child behaviour incident book which you will be asked to sign.
- If extreme behaviour persists we aim to work with the parents/carers and develop appropriate strategies to support the child, staff and other children in the group. At this point we encourage parents 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 team graduated response to the behaviour. If necessary the SENCO will write Individual Behaviour Plans (refer to SEND policy) and if appropriate seek further support to consider the most appropriate care for the child, staff and peer group.
- At the end of each day parents will be informed of any behaviour which has given staff concern.
- Our appointed member of staff (see parent board) is responsible for behaviour management issues. Each room will be responsible for logging incidents and will discuss any problems with parents concerning their child. The parent will be asked to sign any relevant documents. If additional help is required then, 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.

Significant incidents

In the event of a staff member having to physically intervene to protect a child from either harming themselves, another child or damaging property staff will act appropriately for example by lifting the child and removing them to a safe place. A significant incident record will be recorded and shared with the parent when collecting their child. The confidentiality of other children will be maintained.

In the event of a continual incidents Bluebells day nursery have the right to terminate your child's place from immediate effect.

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 absolutely 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 absolutely 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.

Policies and procedures

- 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

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.

Bullying behaviour can be subtle.

It is essentially a covert activity witnessed by children and not by adults.

At nursery we actively adopt strategies to reduce incidents of bullying, including:

- Talking to the children, and discussing feelings as a consequence of unkind behaviour.
- Encouraging 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.
- 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.

Policies and procedures

- Using authority appropriately
- Fostering an atmosphere of respect where the voices of all adults and children can be valued and heard.

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.

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.

Dealing with racial harassment 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.

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.

Procedures

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.
- 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, hand held 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. The nursery has a duty to provide children with quality internet access as part of their learning. 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 also used in the nursery to support the professional work of staff, to allow effective planning and to enhance the nursery's management information.

Computer 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.

Policies and procedures

- 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.
- 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.

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 their lockers during work time and should be switched to silent.
- 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 camera and tablets to take any photographs. These will be uploaded every month and deleted.
- 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.
- Parent/carer 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.

Policies and procedures

- Video footage will be taken for a child's individual online learning journal only.
- Where photographs are used on the website or for promotional purposes prior permissions will be sought and no child will be named.

Photography 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.

Policies and procedures

- 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.**

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 will respect the confidentiality of information by:

- 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 board 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.

Policies and procedures

- 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.

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 followed at all times to allow staff to know the number of children in their care.
- If a child is missing, we will gather together all the children in a safe and caring way, to minimize any distress. The Manager will be informed and nursery staff will search the whole nursery together with any storage areas, toilets, outside play areas etc.
- If the child is still missing, the search will be widened to the whole setting. 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 i.e. even if the child is located in a very short space of time.

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.
- 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 will take responsibility for the supervision, oversee the collection of the children and ensure they are signed out, including the time they leave.
- 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 i.e. a suitable person over the age of 16.
 - 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.

Policies and procedures

- 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 board or the emergency duty team (depending on the time of day) to seek advice on how we should proceed. Their guidance will be followed.
- We will endeavour to advise parents of the action we have taken.
- 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.

Trips into the community/short walk 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

- 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
 - 1:5 Pre School
- Staff must take a completed first aid kit, emergency contact book, spare clothes, drinks, sun cream or blankets and nursery mobile phone.
- All children walking will be in walking harnesses.
- As part of day to day routine we will talk to the children about road safety and what we do to keep safe.

Going on an outing policy

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 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 i.e. 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 i.e. 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.
- We will be responsible for checking the suitability of vehicles being used and whether they meet the current legislation; whether appropriate insurance is in place and drivers are licensed to drive particular vehicles. We will check that children have appropriate use of harnesses, seat belts, child seats or booster seats and will ensure maximum seating is never exceeded.
- We will discuss with parents their role if accompanying staff on their trip and/or the staff who will be personally responsible for their child.

Policies and procedures

- 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.

During the visit:

- 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 and the parents 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 and parents 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 on an outing" 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 i.e. vehicle breakdown or problems on the motorway. Systems are to be in place if parents/carers are not able due to unforeseen circumstances to collect their children i.e. passwords etc.
- 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

Policies and procedures

- Risk assessment
- Relevant vehicle documents
- Mobile phone - ensure it is charged up
- Spare clothes

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 nurseries 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.

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.

Procedures

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

- 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.

Policies and procedures

- 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. 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, or
- 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

Policies and procedures

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

Policies and procedures

- 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 Education Needs and Disabilities Co-ordinator (SENCO) is **Stephanie Glasott**.

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:

Policies and procedures

- 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.bluebelsswiral.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 BSL trained staff

Policies and procedures

- 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 coordinator. 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; and
- 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.

Policies and procedures

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

Policies and procedures

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 when requested to administer medicine to children.

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

- 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 at least 24hrs from receiving first dose, and be well enough to return to nursery.
- 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.
- Only one dose will be administered per day by a staff member. (Excluding inhalers - Children with Asthma have an Individual Health Care Plan)
- Staff often take children out in prams or for short walks. Emergency medicines must be taken with them if needed by specific children.

Emergency medication

- Infant paracetamol may be given to treat high temperatures. Parents have to previously sign consent on the registration form.
- If a high temperature occurs then the parent will be called to check the child has not already had a dose. The child can remain at nursery after one dose.
- 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 3 days, unless prescribed by a doctor, in conjunction with the recommended guidance.

Policies and procedures

- Antihistamine syrup i.e. 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.

Record Keeping

- Permission forms signed and dated each day with information regarding what dose is required and at what time
- Only first Aid trained staff in the group administers the medication witnessed by a colleague.
- Appropriate paper work completed (short term and long term forms). Indicate time last dose administered
- Countersigned by witness
- Signed by parent at the beginning and end of each day
- Return empty bottle to 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 will be asked to request that doctors prescribe medicines that only need to be administered once or twice a day.
- Parents 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

- Parents to make specific request with information regarding administering of medicines. Complete appropriate permissions, signed and dated each day.
- Parents may request that staff give a "scheduled follow on dose" to treat minor symptoms - teething discomfort, slightly raised temperature, if they have given the child a dose whilst at home, prior to attending the setting.

The childcare setting policy on assisting children with long term or complex medical 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).

Policies and procedures

- If they suffer 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

- Store 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.

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 re hygiene, hand washing and infection control.

Policies and procedures

- 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

Epi pen

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 is available within the parent handbook. We follow the guidance from the health protection agency.
- Children who are obviously 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
 - Sponging with COOL water
 - Giving a cool drink

Policies and procedures

- 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.
- 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.
- SICKNESS AND DIARRHOEA - CHILDREN AND STAFF MUST NOT ATTEND THE NURSERY UNTIL 48 HRS HAVE ELAPSED FROM THE LAST EPISODE OF DIARRHOEA OR VOMITING AND THEY ARE EATING AND DRINKING NORMALLY.
- Staff should never diagnose any illness to the parent but should always advise the parent to seek medical advice.
- The teaching and promoting of good personal hygiene is 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 a trained first aider on duty at all times 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 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.

Policies and procedures

- 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.
- 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.

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 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).
- 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 and gloves changed for each child.
- Children will be thoroughly cleaned with the appropriate product as instructed by the parent.
- We will dispose of the used products immediately.
- 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.
- Soiled nappies are to be sealed in a nappy sack.
- We will ensure that the child is adequately dry before putting on any requested "nappy cream" and replacing the nappy.

Policies and procedures

- 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 clean the changing mat with anti-bacterial spray.
- We will ensure any cleaning product/wipes etc. are safely stored out of reach of children.
- Staff must sign and specify if the nappy was wet/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.

ALWAYS REMEMBER TO WASH YOUR HANDS AFTER CHANGING A NAPPY.

Toilet training procedure

- As with nappy changing, toilet training (wherever possible) will be carried out by the child's key worker.
- Parents will be asked to supply a number of changes of clothes in preparation for accidents.
- Toilet training will commence when the child is ready and after key worker has discussed preferred methods with child's parents, we will try to mirror their home routines as much as possible i.e. 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.
- 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.

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*).
- 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 in an attempt to minimise cross infections. 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

Policies and procedures

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.

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.

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 with regard to all laundry.

Procedures

- All linen should be washed in an automatic type washing machine using domestic non-biological washing powder. Linen e.g. 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. Other washing e.g. 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 i.e. bibs, bedding.

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

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/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. 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.

Policies and procedures

- 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.
- 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.
- 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.
- We will provide breakfast, lunch and high tea. We will meet the nutritional needs of individual children at all times.
- Information on how the children have eaten will be shared with parents at the end of each day.
- 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 morning and the afternoon will consist of a drink of milk and/or water with fresh fruit being offered in addition to other healthy snacks.
- 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, counting etc. Children will be able to make choices with regard to size of portions, having the opportunity to serve themselves and their peers as part of a programme for developing skills of independence and confidence. Children will always be given choices, for example regarding portion sizes. Water will always be provided at snack times.
- If a child does not eat their meal, they will be offered an alternative i.e. 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.

Policies and procedures

- 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.
- We will not use food as a reward or sanction.
- Tables, chairs and high chairs 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.

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 EFSA 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 are able to 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:

1. Making up our feeds using boiled water that is greater than 70oc. Meaning that we will be using water that has been left to cool for no more than half an hour.

Policies and procedures

2. We will label each bottle.
3. We will throw away left over milk
4. 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.
5. The temperature of the fed 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.
6. 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).

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 play room and parents are also welcome to feed in the more private office.

We will ensure the correct storage of frozen/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.

Policies and procedures

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 (as at 06.06):

“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.”

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.
- All babies will be put “foot to feet” in line with current guidance as made clear by the FSID.

Policies and procedures

- A thermometer will be in all rooms to ensure a regular temperature for the children between 16c and 20c optimum being 18c.
- 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.
- We will continually monitor the children sleeping leaving no more than 10 minutes between each check. These checks are important and need to be adhered to. A baby alarm system can support, but not replace checks.
- The sleep chart will include the name of the date, name of child and times of sleeping, together with any action to be taken. At no time are records to be completed retrospectively.
- We are to work in partnership with parents and respect their preferences in regards to sleeping limitations where possible.

Sun 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.

Procedures

- Sun block can be applied if parents/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/play in the shade where available.

Policies and procedures

- 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.

Smoke free policy

Providers must not allow smoking 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 free environment and all children, parents and staff are aware of the risks to health from smoking.

Procedures

- The nursery is a smoke free environment. There will be no smoking 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.

Policies and procedures

- 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 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/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.

Policies and procedures

- You must discuss your child's condition with his/her key person and advise them of any measures needed to be taken to combat any symptoms of allergic reaction i.e. medication.
- All staff will be made aware of any child with severe allergic reactions and steps to be taken if a reaction occurs.
- 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.

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.

Policies and procedures

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.

Procedures

The planning carried out will be to:

- Assess the needs of individual key children.
- Work towards parents aspirations for their child.
- Devise written short and medium term plans in conjunction with the nurseries curriculum.
- Allow written plans to inform individual development needs.

The key person's role is to:

- Ensure that the health and well-being of the child is considered with utmost importance, and that individual caring and development needs are met.
- Ensure that parents are kept informed of all aspects of their child's care and development.
- Ensure the implementation of all short and medium term plans.
- 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.
- Ensure that there is a flow of communication between other settings that the children may also attend after gaining parental consent to do so.

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

- Parents will be given a registration forms when making enquiries for a place in the nursery.

Policies and procedures

- 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 to access full welcome pack including parent handbook ect.
- 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 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 take into account 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 our website and termly meetings with parents to discuss progress through the nursery.
- 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.

Policies and procedures

- 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.

"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 with regard to the care of the child.

Procedure

Policies and procedures

- If a parent has a complaint about a service we are providing, they are asked to speak initially to their key person, 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.

The address of Ofsted is:

**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 meeting the room supervisor and 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.
- During this visit the key person can discuss with the parents the individual needs of the child.
- Parents may complete our "all about me" booklet during the visit or the parents can take it away.
- The nursery has a flexible system for settling in new children. Each child will be treated as an individual and will be offered a number of planned time sessions to stay and settle in their child, and remain on the premises, perhaps in a nearby room.
- 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 we will provide a "my day" record. This will give details of the child's day, including things they have enjoyed, food intake, sleep arrangements, toileting and nappy change information.
- 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 reasonability if requested.

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.

Policies and procedures

Procedures

- All our records on children will be kept in line with guidance within the EYFS (a reasonable period of time for example three years after the children have left the nursery). 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.
- 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.

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
- 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

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 - for data collection as recommended by Ofsted in the guidance

White - British

- Irish
- Traveller of Irish heritage
- Gypsy/Roma
- Any other white background

Mixed - White and Black Caribbean

- White and black African
- White and Asian

Policies and procedures

- 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 notices

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

Policies and procedures

- 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 or 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

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
-

Policies and procedures

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 e mail on bluebellsbeb@gmail.com (Bebington) Bluebellsinfo@gmail.com (Bromborough)

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

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.

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.

Procedures

Policies and procedures

- Each child and family are treated as individuals
- 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 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.
- 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 and transition documents.

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. All 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

Policies and procedures

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 ensure that at all times 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, 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.

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. There is nothing worse for a child's development at nursery than to experience constantly changing faces due to staff turnover.

Procedures

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

- Job advertised
- Job descriptions and applications posted out as required.
- Applications are sorted having regard for the essential and desirable criteria. Any suitable persons are invited for an interview.
- We will ensure all applicants have an equal opportunity in the recruitment process.
- Applicants selected for interview will be interviewed by Helen Lloyd and a manager.
- Any applicants successful at the interview stage will be invited to attend a work trail. They will be required to bring along original documents for verification in accordance with the DBS procedures.
- 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)
- All staff will have to have to read our policies and procedures and will sign an agreement to adhere to them.
- 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.

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.

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.

Students 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

- We will provide an induction for all students and in line with that conducted for staff.
- Before the students are allowed in the work setting (fully supervised at all times 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.
- We will never leave a student 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.

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.

Policies and procedures

- 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, 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/lock in 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.
- 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. Giving 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 meet on a weekly basis during the first 6 weeks to discuss their progress with their mentor. They will have the opportunity during these meetings to ask any questions or discuss any issues. They will set weekly goals together to be achieved i.e. familiarising themselves with the routine, introducing themselves to the parents etc.
- We will discuss the training opportunities and produce a developmental plan.

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 in practice and how this can make a difference to children's learning and development.

Procedures

- 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.

Policies and procedures

- Observations of practice will be carried out on each room as a whole as well as on individual practitioners.
- Observations of practice will be carried out by managers.
- 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.
- 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. They will be involved in developing an agreed action plan for their professional development and discuss why this will benefit the setting.
- Staff will review their agreed action plan during supervisions.
- 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.
- During observation managers will observe:
 - The children's experience noting what they are doing.
 - The environment and weather it is meeting the learning needs of the children.
 - Key relationships between staff and children.
 - 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.

Procedures

- Staff supervisions will be held on a regular basis.
- Supervisions will provide opportunities for staff to:

Policies and procedures

- Discuss any issues - particularly concerning children's development or well-being.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness- set short term targets in regards to quality of teaching.
- 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 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 on their person whilst in contact with the children.

Procedures

- All staff will leave their mobile phones in their lockers during work time which will be switched to silent.

Policies and procedures

- 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 their lockers to receive a call or text message when on duty.
- Staffs 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 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.

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

Policies and procedures

- **Staff must be aware of their responsibilities to the nursery when using social networking sites.**
- Our confidentiality policy must be adhered to at all times, even outside of working hours.
- 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/blogs.
- 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.
- **Disciplinary action could result if the nursery is brought into disrepute which may lead to dismissal.**

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

Policies and 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.
- 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

Policies and procedures

- 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.

Absence management 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

Policies and procedures

- On the first day of sickness/absence staff are required to contact the manager by **telephone if possible or text message** at 7.30am to inform them that you are ill and unable to attend work. (Staff are not to contact management regarding illness over the weekend period.)
- 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 e.g. 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 4pm 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 the 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 assess 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.

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*

Policies and procedures

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

Policies and 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

- Volunteers and students under the age of 17 will not count towards the ration 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 they are competent and responsible.
- In the event of staff sickness the person in charge will call upon bank staff to come in and cover from our sister nursery. Ratio's will be maintained.

Suitable premises environment and equipment

Suitable premises, environment and equipment

Policies and procedures

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 6-8 weeks 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

- 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.
- 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 equipment will be stored securely and safely when the childcare setting is in operation.
- We will have a cleaning rota: equipment will be cleaned with antibacterial spray. The staff team will identify how often equipment will be cleaned i.e. daily, weekly or more often.

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 (if on duty) will discuss with the parent what the child has been doing while away from the nursery.
- 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, information on infectious within the nursery and the monthly lunch, tea and snack menus.
- Our public liability insurance cover, complaints and concerns poster and information will be displayed in our nursery entrance.
- Photographs, names of 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 ensure that all requirements of the environmental health officer are adhered to with regard 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.
- A mobile telephone will be easily accessible in the nursery. A mobile telephone should be taken on all outings.
- All equipment should be stored safely.

Policies and procedures

- Staff will be given manual handling training to protect both themselves and the children when moving or lifting toys and equipment.

We will meet the space regulations:

- 3.5 sq.m. for each child between the ages of 0-2 years.
- 2.5 sq.m. for children between the ages of 2-3 years.
- 2.3 sq.m. for children over the age of 3.
- At all times a minimum temperature of 16c will be maintained in the nursery. The temperature in the nursery is to be maintained between 16c and 20c with the optimum being 18c. The water temperature must not exceed 43c. 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 left plugged in when not in use and must be regularly maintained.
- Electrical sockets must have safety covers fitted when socket is not in use.

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/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

Policies and procedures

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.
- We will have a cleaning rota: equipment will be cleaned in warm water where possible and antibacterial spray. The staff team will identify how often equipment will be cleaned i.e. daily, weekly, or more often.
- When having meals and snacks in the nursery the children will sit at tables in small groups with their key person/s. 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. For example, the use of electric socket covers.
- Any damaged toys/equipment will be removed immediately.

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.

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

- 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 on the parent notice board.
- 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.
- Each nursery worker will check the nursery 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, high chairs, low chairs should be used in line with the manufacturers advice. Staff should ensure that safety harnesses are used at all times.
- 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.

Policies and procedures

- 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.
- Any vehicles used will be covered by the appropriate insurance, the vehicle and the driver will comply with the relevant legislation. We will never leave a child unattended in the vehicle. All staff will be instructed in how to exit the vehicle in an emergency. Children must only exit the vehicle on the pavement side of the road.
- The nursery will display a health and safety at work poster in the kitchen.
- 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.
- Room temperatures are maintained at the appropriate temperature.

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 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.
 - The importance of keeping the register up to date at all times, 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.
 - The fire safety cot to evacuate the babies is to be easily accessible within 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 exits are kept clear at all times.
-
- *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.

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

- 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, to run, jump etc. 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.
- Staff will use their observations and assessment of the children to plan for their next steps in their learning.
- 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 (i.e. rain coats)

Organisation

Organisation

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

Our planning for babies and children from birth to five is based around the Early Years Foundation Stage. The principle that will guide the work for all the Early Years practitioners in our child care setting are grouped into four themes;

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. Information gathered from observations is used to establish; what the child can do, what the needs are of every child at that time for his/her development and progress. Identify what relationships, experiences and activities need to be planned to meet the "next steps" for the individual based on realistic and challenging expectations.

Throughout the child's time in the childcare setting the staff will undertake regular observations of the children, using a variety of approaches an example of which would be taking photographs, as part of an ongoing assessment. 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 "next steps" 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.

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

Aim of policy

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

Procedure

- All parents will be asked to complete an "all about me" booklet which will give information about their child to support settling in.
- 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 parent and child and 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, and the majority of their time is spent in talking and 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, safe in the knowledge the child's key person is close at hand.
- 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

Policies and procedures

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 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.
- An individual online profile (tapestry learning journey) of the child's development, achievement and records will be updated regularly, this 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 monthly newsletters on our website www.bluebellswirral.co.uk.
- 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 and the children are encouraged to distinguish between right and wrong. Staff are aware of the ability of babies and children to express their feelings and is sensitive to the emotions displayed by the children. The staff will set clear, fair and consistent boundaries of acceptable behaviour that are appropriate to the child's understanding.
- 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 meal times, 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.
- 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.

Policies and procedures

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.

- For example floor surfaces are kept free of unnecessary tables and chairs to give children more room to move around. Carpeted areas, soft play 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.
- 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 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 clothing and artefacts. 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 girls and boys and enhancements to the role play may include the police station, the hair dressers and the post office.
- We 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 responds 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.

Policies and procedures

- 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 his/her wheelbarrow at the 'building site'. Staff listens to what children say and value their input. Allowing children to make some of their own decisions in their play, for instance children imitating their own use of resources for their own purposes.
- 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.
- The environment is set up so that there is a balance of both child initiated and adult initiated play, 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 such as the sand, water, play dough, mark making, small world etc. are always available, which will be enhance through thoughtful additions to enhance a short theme or topic.

Policies and procedures

- '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 imaginary trip to a desert island.
- 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 with adult and child seating to enable children to enjoy a quiet time to rest or relax, without distractions.
- Children's and babies language and mathematical thinking is well supported by staff, who respond sensitively to children. 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 environment. Varied examples of print such as 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.
- 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 socks for children to sort and match.
- Opportunities for mathematical development are provided through varied and wide everyday experiences. The role play area 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, straight when children are playing with vehicles on a road map. When

Policies and procedures

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

- 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.

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 Early years foundation stage. 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.
- Our setting uses an online learning journal (Tapestry) allowing 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 (photos/video), 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 manager 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. During the first term entries will be made before we make our initial baseline assessment.
- Observations are written in the present tense.
- In all written observations other children will not be referred to by name.
- All photographs taken of children are uploaded to the tapestry instantly and deleted from the hand held device.
- Once a week staff will annotate their collected observations and media in accordance with the early year's foundation stage.
- 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 e.g. absence, enquiries

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- The tapestry on line 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

We will meet the needs of the children in our care through our 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. This enables staff to analyse what the child is doing, what evidence of their learning this shows, and to decide on the 'next steps' for the child.

Further information about the Early Years Foundation Stage is available from the staff in the nursery and on our notice boards.

The key persons will plan for individuals and groups of children on a weekly and daily basis, based on ongoing observations. Information gathered from observations is used to establish

- What the child *can* do,
- What the needs are of every child at that time for his/her development and progress
- 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 'next steps' or appropriate activities and experiences for the child, based on realistic and challenging expectations. 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.

For children to enjoy and achieve we have developed our policies around the Early Years Foundation Stage (EYFS).

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

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 e.g. care plans, speech and language referral forms -

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.