Small Wonders Day Nurseries Ltd

Policies and Procedures

Reviewed by:	Christine Deeks
Date:	05/10/2026

Policy Updated	Date:

Contents

1 Safeguarding Children and Child Protection Policy
2 Online Safety Policy
3 Modern Slavery and Human Trafficking Policy
4 Prevent Duty and Radicalisation Policy
5 Domestic Abuse, Honour Based Abuse and Forced Marriage Policy
6 Respectful Intimate Care Policy
7 Whistleblowing Policy
8 Low-Level Concerns Policy
9 Mobile Phones and Electronic Device use Policy
10 Social Networking Policy
11 Acceptable Internet use Policy
11a Cyber Security Policy
12 Staff Code of Conduct
13 Lone Working Policy
14 Inclusion and Equality Policy
15 Special Consideration for Employees Policy
16 Special Educational Needs and Disability (SEND) Policy
17 Looked After Children Policy
18 Dealing with Discriminatory Behaviour Policy
19 Promoting Positive Behaviour Policy
20 Biting Policy
21 Children's Well-being in the Nursery Policy
22 Staff Well-being Policy
23 Menopause Policy
24 Sickness and Illness Policy
25 Infection Control Policy
26 Medication Policy
27 Accidents and First Aid Policy
28 Immunisation Policy
29 Allergies and Allergic Reactions Policy
30 Sun Care Policy
31 Health and Safety - General Policy
32 Overall Approach to Risk Assessment Policy
33 Fire Safety Policy
34 Safety Checks
35 Manual Handling Policy
36 Healthy Workplace Policy
37 Animal Health and Safety Policy
38 Environmental Sustainability Policy
39 Visits and Outings Policy
40 School Collection Policy
41 Missing Child from Nursery Procedure
42 Missing Child from Outings Procedure
43 No Smoking/Vaping Policy
44 Alcohol and Substance Misuse Policy

45 Critical Incident Policy
46 Emergency Lock Down Policy
47 Managing Extreme Weather Policy
48 Supervision of Children Policy
49 Supervision of Visitors Policy
50 Personnel Policy
51 Recruitment, Selection and Suitability of Staff Policy
52 Suitability of Staff Policy
53 Staff Development and Training Policy
54 Supervisions Policy
55 Data Protection and Confidentiality Policy
56 Record Retention Policy
57 Pregnancy and Family Leave Policy
58 Staff Working with their Own Children/Close Relative Policy
59 Student Policy
60 Young Worker Policy
61 Volunteers Policy
62 Absence Management Procedure
63 Grievance Procedure
64 Disciplinary Procedure
65 Anti-bribery Policy
66 Quality Provision Policy
67 Equipment and Resources Policy
68 Gun and Superhero Play Policy
69 Early Learning Opportunities Statement
70 More Able and Talented Children Policy
71 Settling In Policy
72 Transitions Policy
73 Outdoor Play Policy
74 Multiple Birth Families Policy
75 Caring for Babies and Toddlers Policy
76 Nappy Changing Policy
77 Use of Dummies in Nursery Policy
78 Safer Sleep Policy
79 Bereavement Policy
80 Nutrition and Mealtimes Policy
81 Food Play Policy
82 Screen Use Policy
83 Parents as Partners Policy
84 Key Person Policy
85 Separated Family Policy
86 Complaints and Compliments Policy
87 Conflict Resolution with Parents and Aggressive Behaviour Policy
88 Access and Storage of Information Policy
89 Admissions Policy
90 Arrivals and Departures Policy
91 Late Collection and Non-Collection of Children Policy
92 Free Early Education Entitlement (FEEE) Policy
93 Attendance Policy

1 Safeguarding Children and Child Protection Policy

Designated Safeguarding Lead (DSL): Christine Deeks

Deputy Designated Safeguarding Lead (DDSL) Rachel Marshall

Introduction

'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 Early Years Foundation Stage (DfE 2026)

This policy is for leaders, staff, parents / carers, volunteers, and the wider setting community. It forms part of the safeguarding arrangements for our setting and should be read in conjunction with the following:

- Statutory framework for the early years foundation stage (DfE, 2026);
- our Behaviour Policy, and:
- our Staff Code of Conduct
- our Attendance Policy

Safeguarding and promoting the welfare of children *(everyone under the age of 18)* is defined in Keeping children safe in education (DfE, 2026), as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

We follow a whole-setting approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes, and policies. It is important that our values are understood and shared by all children, staff, parents / carers, volunteers, and the wider setting community. Only by working in partnership, can we truly keep children safe.

Early Years providers must take all necessary steps to keep children safe and well by:

- ✓ Safeguarding children
- ✓ Ensuring the people who have contact with children are suitable
- ✓ Promoting good health
- ✓ Supporting and understanding behaviour
- ✓ Maintaining records, policies, and procedures

2. Statutory framework

There is government guidance set out in Working Together to Safeguard Children (DfE, 2026) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the Essex Safeguarding Children Board (ESCB). In Essex, the statutory partners are Essex County Council, Essex Police and NHS Essex Integrated Care Board.

Early years settings have a duty under section 40 of the Childcare Act 2006 to comply with the safeguarding and welfare requirements of the Early Years Foundation Stage, under which settings are required to take necessary steps to safeguard and promote the welfare of young children. The Early Years Statutory Framework 2026 now includes guidance regarding Safer Sleep, Safer Eating, Choking and Allergy Prevention and banned dog breeds. We will ensure that our safeguarding practice and procedures will comply with these expectations.

In addition to national statutory guidance, in Essex, all professionals must work in accordance with the SET Procedures. This is local guidance which sets out the child protection and safeguarding arrangements in Essex.

Our setting also works in accordance with the following legislation and guidance (this is not an exhaustive list):

- ✓ Statutory framework for the early years foundation stage (DfE 2026)
- ✓ Working Together (DfE, 2026)
- ✓ What to do if you're worried a child is being abused (HMG, 2015)
- ✓ The Prevent Duty guidance (Home Office, 2023)
- ✓ Effective Support for Children and Families in Essex (ESCB 2026)
- ✓ Understanding and supporting behaviour - Safe practice for schools (Essex County Council)
- ✓ Children Act (HMG, 1989)
- ✓ Children Act (HMG, 2004)
- ✓ Childcare Act (HMG, 2006)
- ✓ Children and Social Work Act (HMG, 2017)
- ✓ Keeping Children safe in education (DFE, 2026)
- ✓ Counter-Terrorism and Security Act (HMG, 2015)
- ✓ Help for early years providers: Screen use (DfE 2026)

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within settings and the Local Authority who have specific responsibilities under

child protection procedures. The names of those in our setting with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead) are shown on the cover sheet of this document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

The management team

The management team has strategic oversight of our safeguarding arrangements. It ensures that these arrangements operate effectively, as follows:

- we have appropriate policies in place;
- our staff receive the right training to keep children safe, including regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe;
- we have a named Designated Safeguarding Lead (DSL) who takes lead responsibility for safeguarding children, and a deputy (DDSL) to provide cover when the DSL is absent (their names are on the front page of this policy);
- all adults in our setting who work with children undergo safeguarding and child protection training at induction as appropriate, which is regularly updated;
- our setting contributes to inter-agency working, in line with statutory and local guidance;
- information is shared and stored appropriately and in accordance with statutory requirements;
- we have safer recruitment and selection procedures in place that help to deter, reject, or identify people who might abuse children;
- we meet statutory responsibilities to check adults working with children;
- we ensure all staff, students and volunteers are subject to appropriate recruitment, vetting and suitability checks in line with EYFS requirements, including enhanced DBS and barred list checks where required
- individuals do not commence work or volunteering until appropriate checks have been completed
- we ensure staff are aware of their duty to disclose any information that may affect their suitability to work with children, including arrests, charges, cautions, convictions, court orders or other relevant matters

The Designated Safeguarding Lead (DSL)

Our DSL is responsible for liaison with local statutory children's services agencies, including Essex Social Care and other agencies as required. The DSL provides support, advice, and guidance to staff on an ongoing basis, and on any specific safeguarding issues as required.

Our DSL and deputy (DDSL) attend child protection training to enable them to identify, understand and respond appropriately to signs of possible abuse and neglect. This is undertaken at least every two years (in line with statutory requirements) and they will access other appropriate training alongside this to ensure they have the appropriate knowledge and understanding to carry out their role.

The DSL also ensures that everyone in our setting (including temporary staff, volunteers, visitors, and contractors) is aware of our child protection procedures and that they are followed at all times. They also ensure that all staff receive appropriate safeguarding training (in line with Annex C: criteria for effective safeguarding training) and that they are supported to implement safeguarding policies effectively in practice.

All staff
Everyone in our setting has a responsibility to provide a safe environment in which our children can learn. We recognise that any child may benefit from early help and all our staff members are aware of the Essex Early Help Support procedures and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may need help or protection.

All staff members are aware of and follow our procedures (as set out in this policy) and know how to make a request for support to Essex Social Care if there is a need to do so. Staff understand that, if they have any concerns about a child's welfare, they must act on them immediately and speak with the DSL or DDSL – they do not assume that others have taken action.

Our staff understand that children may not always feel able or know how to tell someone that they are being abused, perhaps due to their age, or because they are embarrassed, or they may not always recognise that they are being abused. We recognise there are many factors which may impact on our children's welfare and safety, and we understand safeguarding in the wider context (contextual safeguarding). We also understand that abuse, neglect, and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap.

Our staff will always reassure children who report abuse / victims of abuse that they are taken seriously and that they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, nor make them feel they are causing a problem.

4. Types of abuse / specific safeguarding issues

Information about abuse and harm including examples of specific safeguarding issues is set out below. Further information about types of abuse and harm is given in:

- What to do if you're worried a child is being abused: Advice for practitioners (HMG, 2015)
- Keeping children safe in education (DfE, 2026)

Keeping Children Safe in Education describes abuse as 'a form of maltreatment of a child'. It sets out that:
"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others… Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be
used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse."

The guidance refers to four main categories of abuse:

- **Physical** - *may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent / carer fabricates the symptoms of, or deliberately induces, illness in a child*

- **Emotional** - *the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development*

- **Sexual** - *forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children*

- **Neglect** - *persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development*

Child-on-child abuse, including harmful sexual behaviour
Child on child abuse can manifest itself in many ways and may occur in person and / or online. We do not tolerate harmful behaviour of any kind in our setting and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur to prevent them from escalating. We do not normalise harmful behaviour or abuse, and it is not tolerated in our setting. Our culture is very much one of kindness, compassion, hope, connection and belonging.

Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern, and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required.

Our setting recognises that some children may abuse other children and that this may happen in our setting or outside of it. We understand there are many reasons why a child may display harmful behaviours towards other children, and that these matters are sensitive and often complex. We recognise our setting may be the only stable, secure and safe element in the lives of some children, particularly those who have experienced harm and trauma. We have a duty to safeguard all children and, whilst inappropriate behaviours will be challenged and addressed, it is always considered in the context of providing appropriate support to all children where harmful behaviour has occurred. We will always take a balanced and proportionate approach to risky or harmful behaviour.

We understand the barriers which may prevent a child from reporting abuse and work actively to remove these. We support children to learn about healthy, positive relationships, how to report concerns, and to help them understand, in an age-appropriate way, what abuse is. We aim to provide children with the language to report abuse and to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so. We never assume, if abuse is not being reported, that it is not occurring in our setting – we are vigilant to signs of abuse and promote a culture of safety and understanding.

It is normal for some children to display sexualised behaviour towards other children as they develop. However, harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children, and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour. HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children, or adults. It is harmful to the children and young people who display it, as well as those it is directed towards.

We understand that, if a child's sexual behaviour is not developmentally appropriate or expected for their age, it is important to respond quickly, before the behaviour becomes harmful to that child or other children. We recognise HSB may also be a sign that a child has suffered their own trauma or abuse, and we will respond to ensure they receive the right help at the right time to address the concerning behaviour.

Domestic abuse
Domestic abuse can involve a wide range of behaviours and may be a single or multiple / ongoing incidents. It can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. We understand that anyone can be a victim of domestic abuse, and that it can take place inside or outside of the home.

Our setting recognises that exposure to domestic abuse (either by witnessing or experiencing it) can have a serious, long-term emotional and psychological impact on children. We work with other key partners, and we receive and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

In Essex, the Southend, Essex and Thurrock Domestic Abuse Board (SETDAB) is responsible for designing and implementing the Domestic Abuse Strategy and provides advice, guidance and resources to support work around domestic abuse.

Risk in the community (RIC)
Risk in the community is the Essex partnership approach to tackling criminal and sexual exploitation of children and young people.

We understand that safeguarding incidents and behaviours can be associated with factors in the community, outside a child's home or our school. All staff are aware of 'contextual safeguarding' and we are therefore mindful of things in a child's life which may be a threat to their safety and / or welfare. We always consider relevant information when assessing any risk to a child and will share it with other agencies when appropriate, to support better understanding of a child and their family. This is to ensure that our children and families receive the right help at the right time and to help keep our children safe.

Emotional wellbeing
Children's personal, social, and emotional development (PSED) is crucial for them to lead healthy and happy lives and is fundamental to their cognitive development. We understand that a child's positive wellbeing is vital and that poor wellbeing can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We recognise that where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is vital that we work in partnership with parents/carers to support the wellbeing of our children. We expect parents/carers, if they have any concerns about the wellbeing of their child, to share this with us, so we can ensure that appropriate support and interventions can be identified and implemented.

Prevention of radicalisation
Children can be vulnerable to radicalisation and extremism in the same way they are vulnerable to other safeguarding issues. Keeping Children Safe in Education (DfE, 2026) defines the following:

Extremism: the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Terrorism**:** an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

The Counter-Terrorism and Security Act (HMG, 2015) placed a duty on childcare providers and schools. Under section 26 of the Act, childcare providers and schools are required, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the **Prevent Duty**.

Channel is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from an educational setting may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Honour or faith-based abuse (including Female Genital Mutilation and forced marriage)
Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. We understand that this form of abuse often involves a wider network of family or community pressure and can include multiple perpetrators.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

The Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of FGM where it appears to have been carried out on a girl under the age of 18. Our setting operates in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

A *forced marriage* is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. We will always report any concerns that a child may be or has been subjected to a forced marriage and will work with the appropriate agencies.

5. Children potentially at greater risk of harm

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be:

- children with a Child in Need or Child Protection Plan, those in Care or previously in Care
- children with special educational needs, disabilities or health issues
- children requiring support with mental health
- children with parents in need of support
- children with medical needs

Our setting understands that children with special educational needs (SEN) and / or disabilities can face additional safeguarding challenges and that barriers can exist when recognising abuse and neglect for these children. These can include:

- that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- that they may be more prone to peer group isolation than others
- that they may be disproportionally impacted by things like bullying, without outwardly showing signs
- potential communication difficulties in managing or reporting abuse or recognising that abuse is occurring
- potential additional risks due to higher dependency on adults and / or need for intimate care
- issues with understanding the risks online and how it may influence their behaviour

We work with Social Care and other relevant agencies to ensure there is a joined-up approach to planning for all children and that they receive the appropriate help and support.

6. Procedures

Our setting works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a Child In Need or a Child Protection plan).

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the setting who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred, **must** report it immediately to the DSL (or, in their absence, the DDSL).

All action is taken in accordance with the following guidance:

- Statutory framework for the early years foundation stage (DfE, 2026)
- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2026)

- ‘Effective Support for Children and Families in Essex’ (ESCB)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via Essex Effective Support . The setting may also seek advice from Essex Social Care or another appropriate agency about a concern if we are unsure how to respond to it.

Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children’s Social Care, with parents / carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation, or where we are advised not to. If it is necessary for another agency to meet with a child in the setting, we will always seek to inform parents or carers, unless we are advised not to by that agency. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

All staff understand that, if they continue to have concerns about a child, or feel a concern is not being addressed or does not appear to be improving, they should press for re-consideration of the case with the DSL.

If, for any reason, the DSL or DDSL is not immediately available, this will not delay any appropriate action being taken. Safeguarding contact details are displayed in our setting to ensure that all staff members have access to urgent safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.
When new staff, volunteers or regular visitors join our setting they are informed of the safeguarding arrangements in place, the name of the DSL and DDSL and how to share concerns with them.

7. Working with other partners to keep children safe

It is the responsibility of the DSL to ensure our setting is represented at, and that a report is submitted to, any statutory meeting called for children currently at our setting or previously known to us. Where possible and appropriate, any report will be shared in advance with parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the setting has and be prepared to contribute to the discussions.

If a child is subject to a Care, Child Protection or a Child in Need plan, the DSL will ensure the child is monitored regarding their attendance, emotional wellbeing, EYFS progress, welfare, and presentation. If the setting is part of the core group, the DSL will ensure the setting is represented, provides appropriate information, and contributes to the plan at these meetings. Any concerns about a plan and / or the child’s welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child’s key worker immediately and then record that they have done so and the actions agreed.

8. Training

The DSL and DDSL undertake Level 3 safeguarding training at least every two years. The Manager and all staff receive appropriate safeguarding training at least annually, in line with ESCB expectations.

In addition, all staff and other adults working with children in our setting receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken are kept for all staff.

9. Information sharing and confidentiality

Sharing information is a key part of safeguarding work and decisions about how much information to share, with whom and when, can have a profound impact on a child's life. Effective information sharing can help to ensure that a child receives the right help at the right time and can prevent a concern from becoming more serious and difficult to address.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 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 or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life, would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot (and will not) stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Our staff will never guarantee confidentiality to anyone (including parents / carers, or children) about a safeguarding concern, nor promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the DSL or DDSL and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the DSL or DDSL with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

Where a child is attending another setting at the same time as attending ours we may, where appropriate, link with the other setting. Wherever possible, we will inform parents / carers of our intention to do this, unless to do so would place the child at further risk.

10. Child protection records

Well-kept records are essential to good child protection practice. Our setting is clear about the need to record any concern held about a child or children within our setting and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time, and location. All records will be dated and signed and will include the action taken. This is then presented to the DSL or DDSL, who will decide on appropriate action and record this accordingly.

Any records relating to child protection are kept on an individual child protection file for that child (which is separate to any other child file). All child protection records are stored securely and confidentially until the child transfers to another educational setting.

In line with statutory guidance, where a pupil transfers from our school to another educational setting their child protection records will be securely forwarded to the new setting. We will obtain evidence that they been safely received by the new setting and then destroy any records held in our setting. Where appropriate, the Designated Safeguarding Lead may also make contact with the new setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

Where a child joins our setting, we will request child protection records from the previous educational setting (if applicable, and if none are received).

Where a child is attending another setting at the same time as ours, we will share any child protection records where appropriate and where it is in the best interests of the child. We will link with other settings when there is a need to so and we will be transparent with parents when we do so (unless to do so would place a child at further risk of harm).

11. Allegations about members of the children's workforce

We ensure all staff members (including agency staff) are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in our Staff Behaviour policy / Code of Conduct. All staff are regularly reminded of this through updates and training and are also informed about our Whistleblowing Policy.

Keeping Children Safe in Education (DfE 2026) and the SET procedures (ESCB 2026) set out the procedures in respect of allegations against an adult working with children (in a paid or voluntary capacity). These procedures should be followed where an adult has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Any concerns about an adult in our setting should be reported to the Manager or the Deputy Manager, who will then decide how to take this forward. In some cases, it might not be clear whether an incident constitutes an allegation. If this is the case, it will be necessary for us to explore the concerns to establish some facts – this initial fact-finding is not an investigation, it is to clarify information and to direct our response to the concern raised.

Where an allegation against an adult in our setting is received, and it is felt that any of the above criteria apply, the SET procedures (ESCB, 2026) require this to be reported to the Duty Local Authority Designated Officer (LADO) at the Essex Workforce Allegations Team at LADO@essex.gov.uk. This should be done by the Manager or Deputy Manager within one working day (or sooner via 03330 139797 if **immediate safeguarding is required**). Where the concern is about the Manager, it should be reported direct to the Proprietor. In the event of an allegation relating to the conduct and behaviour of an agency member of staff, the LADO will liaise with the agency, while following due process, to facilitate a joint investigation or enable the agency to move this forward.

In accordance with the Statutory framework for the early years foundation stage (DfE, 2025), we will also inform Ofsted of any allegations of harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. We will make these notifications as soon as reasonably practicable, but within 14 days of the allegations being made. We are aware that not complying with these requirements without reasonable excuse is committing an offence.

Staffing matters are confidential, and the setting operates within a statutory framework around Data Protection. We do not share information about any individual staff member with anyone other than any appropriate statutory agency.

12. Physical intervention and use of reasonable force

Our Behaviour Policy sets out our approach to behaviour for all children and also for those with more challenging or harmful behaviour. We recognise there are some children who have needs that require additional support and a more personalised approach and we always consider all behaviour, and our response to it, in the context of safeguarding.

There are occasions when staff will need to have physical contact with children. These may include:

- to comfort a child in distress *(appropriate to their age and individual specific needs identified through a risk assessment)*
- to direct a child
- for curricular reasons *(for example during physical activity, or when we are using music)*
- in an emergency, to avert danger to the child or others

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children, such as guiding a child to safety. 'Reasonable' means using no more force than is needed. Our setting works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

13. Whistleblowing

Anyone working or volunteering at our setting should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the leadership team. We have 'whistleblowing' procedures in place, and these are available in our Whistleblowing Policy. However, any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, may contact the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or at: help@nspcc.org.uk.

Parents / carers or others in the wider setting community with concerns can contact the NSPCC general helpline on 0808 800 5000 (24-hour helpline) or email: help@nspcc.org.uk.

14. Online Safety

Technology forms part of the Early years foundation stage statutory framework; computer skills are key to accessing learning. All staff in our setting are aware of the risks to children online, and understand that any child can be vulnerable, and that their vulnerability can vary according to age, developmental stage, and personal circumstances. We help our children to begin to learn how to use technology safely, and to be safe online. We will engage with our parents / carers about online safety to support them in keeping their children safe at home when using technology. Children must be safeguarded from inappropriate and potentially harmful content online. We apply appropriate settings to all devices used by the children at our setting, and monitor and review this regularly. We will ensure that we refer to the guidance on children's screen use as in early years settings Help for early years providers: Screen use (DfE 2026)

15. Use of mobile phones

We acknowledge that mobile phones are often the only means of contact available and can be helpful in supporting safeguarding arrangements in settings, including when on outings. In our setting, when mobile phones are used, this is underpinned by a risk assessment and operated within a clear framework, so everyone understands their responsibilities in ensuring phones are used safely.

We will ensure that staff **personal** mobiles:

- are stored securely in the staff room and will be switched off / on silent whilst staff are on duty
- are not used to take pictures of any children attending the setting
- are not used to take photographs, video, or audio recordings in our setting
- are not used to contact parents / carers or children except in the event of an emergency
- are not used by visitors

16. Use of cameras, photography and images

Most people who take or view photographs or videos of children do so for acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To keep our children safe, we will:

- always obtain consent from parents / carers for photographs or video recordings to be taken.
- Photographs and videos for our Facebook page will be taken to ensure the identity of children is not revealed, e.g. only their hands are shown
- ensure only the setting's designated cameras are used when photographing or videoing children
- ensure that children are appropriately dressed if photographs or videos are to be taken
- ensure that children's names are not displayed alongside any photographs in a public space

- ensure that personal devices including cameras, mobile phones, tablets, smart watches, or other such technology are not used to take photographs, video, or audio recordings in our setting without prior explicit written consent from the setting

- ensure that all images are stored securely and in accordance with statutory guidance

- ensure where professional photographers are used that the appropriate checks, such as those with the Disclosure and Barring Service, references and parental consent are obtained prior to photographs being taken.

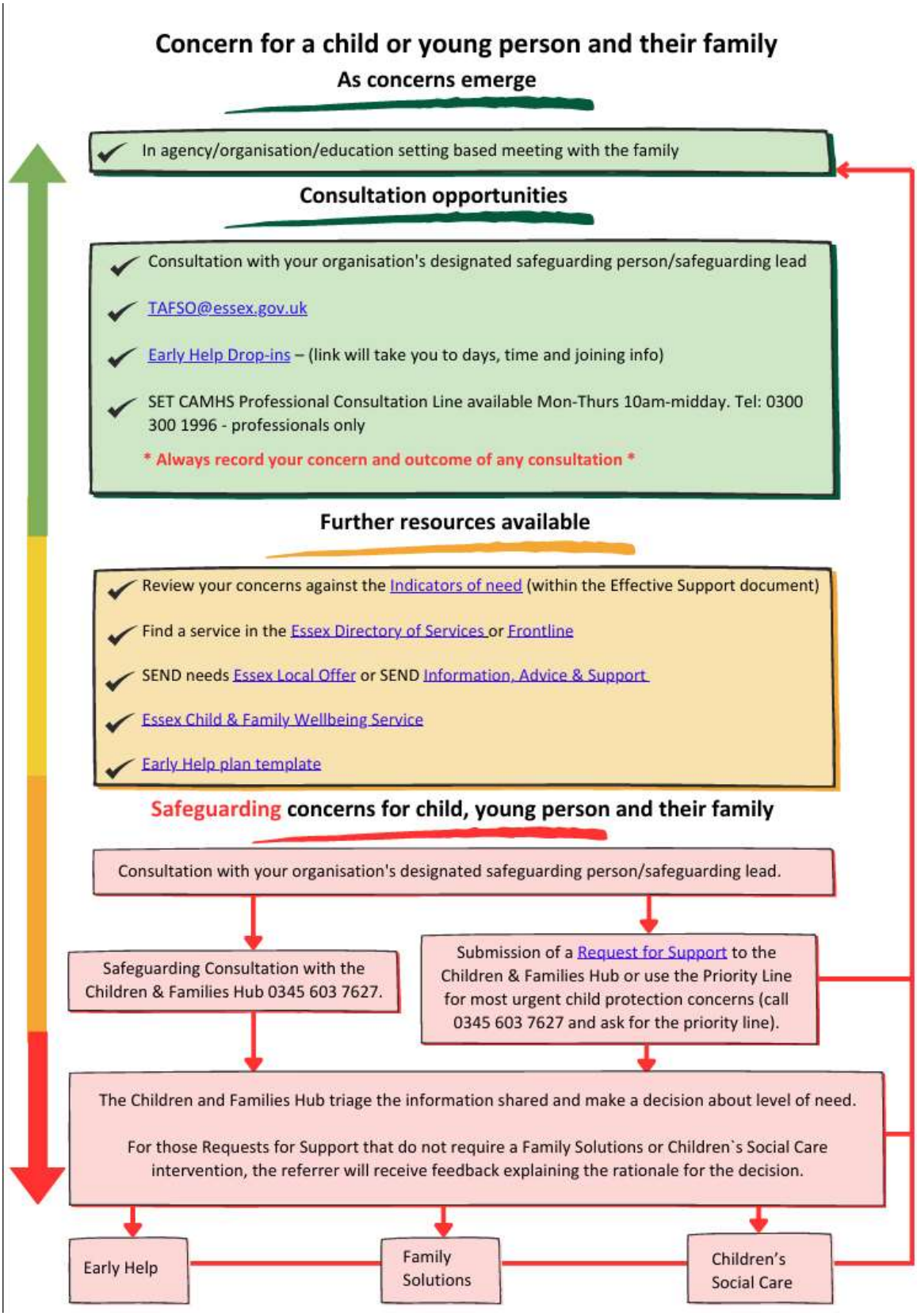
17. <u>Attendance</u>

Whilst there is no legal requirement for children to attend a setting before the term after their fifth birthday, we understand the importance of good attendance at our setting as a protective factor and also to support the development and wellbeing of our children. Repeated and unexplained absence from the setting can be a concern for a number of reasons:

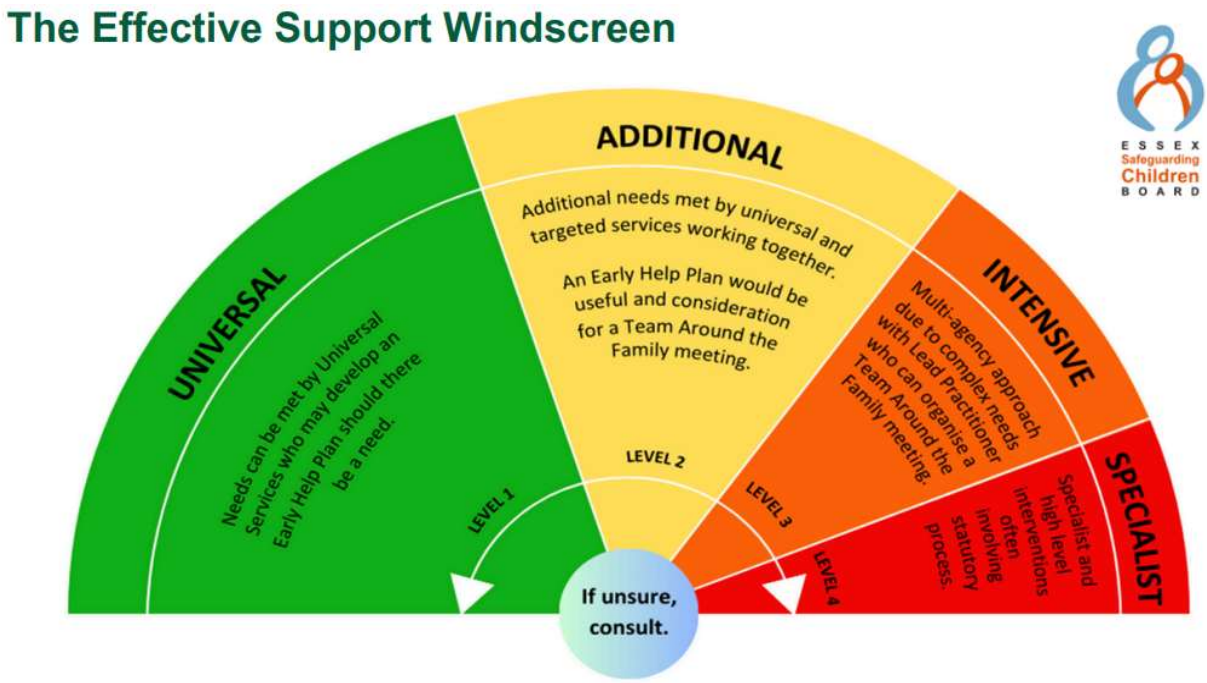
- it is a potential indicator of abuse or neglect
- it can significantly impact on a child's progress and / or wellbeing

In accordance with our Attendance Policy and as part of safeguarding and Health and Safety procedures, we keep a daily record of the names of the children being cared for on the premises and their hours of attendance. This data is used to identify patterns of absence as they emerge, to ensure any concerns are identified and addressed at an early stage. We also have procedures to follow up on absence from our setting and may work with other relevant agencies where it is appropriate to do so, or where we have concerns about a child.

Appendix A:


Concern for a child or young person and their family
As concerns emerge
In agency/organisation/education setting based meeting with the family
Consultation opportunities
Consultation with your organisation's designated safeguarding person/safeguarding lead
TAFSO@essex.gov.uk
Early Help Drop-ins – (link will take you to days, time and joining info)
SET CAMHS Professional Consultation Line available Mon-Thurs 10am-midday. Tel: 0300 300 1996 - professionals only
* Always record your concern and outcome of any consultation *
Further resources available
Review your concerns against the Indicators of need (within the Effective Support document)
Find a service in the Essex Directory of Services or Frontline
SEND needs Essex Local Offer or SEND Information, Advice & Support
Essex Child & Family Wellbeing Service
Early Help plan template
Safeguarding concerns for child, young person and their family
Consultation with your organisation's designated safeguarding person/safeguarding lead.
Safeguarding Consultation with the Children & Families Hub 0345 603 7627.
Submission of a Request for Support to the Children & Families Hub or use the Priority Line for most urgent child protection concerns (call 0345 603 7627 and ask for the priority line).
The Children and Families Hub triage the information shared and make a decision about level of need.
For those Requests for Support that do not require a Family Solutions or Children`s Social Care intervention, the referrer will receive feedback explaining the rationale for the decision.
Early Help
Family Solutions
Children's Social Care

Appendix B: Essex Windscreen of Need and levels of intervention



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs.

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.

Appendix C: signs and symptoms of abuse

Signs of possible abuse

- **Physical** - children with frequent injuries, unexplained or unusual fractures / broken bones, unexplained bruises, or cuts; burns or scalds; or bite marks

- **Emotional** - children who are excessively withdrawn, fearful, or anxious about doing something wrong; parents / carers who withdraw attention from their child, giving the child the 'cold shoulder'; parents / carers blaming their problems on their child; parents / carers who humiliate their child (eg: name-calling / making negative comparisons)

- **Sexual** - children who display knowledge / interest in sexual acts inappropriate to their age; children who use sexual language / have sexual knowledge that you wouldn't expect them to have; children who ask others to behave sexually / play sexual games; children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections / underage pregnancy

- **Neglect** - children living in a home that is indisputably dirty or unsafe; children who are hungry or dirty; children without adequate clothing (eg: not having a winter coat, shoes); children living in dangerous conditions (eg: around drugs, alcohol, or violence); children who are often angry, aggressive, or self-harm; children who fail to receive basic health care; parents / carers who fail to seek medical treatment when their children are ill or are injured

2: Online Safety Policy

Our nursery is aware of the growth of the internet and technology and the advantages this can bring to everyday life. However, it is also aware of the dangers it can pose and we strive to support children, staff and families to use the internet safely.

We refer to *'Safeguarding children and protecting professionals in early years settings: online safety considerations'* to support this policy.

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to Christine Deeks**.**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- ✓ ***Content:*** *being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;*
- ✓ ***Contact:*** *being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and*
- ✓ ***Conduct:*** *personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.*

Within the nursery we aim to keep children, staff and parents safe online. Our safety measures include:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops, tablets and any mobile devices
- Ensuring all devices are password protected and screen locks. Practitioners are reminded to use complex strong passwords and they are kept safe and secure, changed regularly and are not written down
- Monitoring all internet usage across the setting
- Providing secure storage of all nursery devices at the end of each day
- Ensuring no social media or messaging apps are installed on nursery devices
- Reviewing all apps or games downloaded onto devices ensuring they are age and content appropriate
- Using only nursery devices to record/photograph children in the setting
- Ensuring that staff do not to use personal electronic devices with imaging and sharing capabilities, including mobile phones, smart watches and cameras
- Never emailing personal or financial information

- Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
- Teaching children how to stay safe online and report any concerns they have
- Ensuring children are supervised when using internet connected devices
- Using tracking software to monitor suitability of internet usage (for older children)
- Not permitting staff or visitors access to the private nursery Wi-Fi
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not; comparing people in real life situations to online 'friends'
- When using Skype and FaceTime (where applicable) discussing with the children what they would do if someone they did not know tried to contact them
- Providing training for staff, at least annually, in online safety and understanding how to keep children safe online. We encourage staff and families to complete a free online safety briefing, which can be found at https://ndna.org.uk/product/free-online-safety-in-early-years/
- Staff model safe practice when using technology with children and ensuring all staff abide by an acceptable use policy; instructing staff to use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated (see acceptable IT use policy)
- Monitoring children's screen time to ensure they remain safe online and have access to material that promotes their development. We ensure that their screen time is within an acceptable level and is integrated within their programme of learning
- Making sure physical safety of users is considered including the posture of staff and children when using devices
- Being aware of the need to manage our digital reputation, including the appropriateness of information and content that we post online, both professionally and personally. This is continually monitored by the setting's management
- Ensuring all electronic communications between staff and parents is professional and takes place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents
- Signposting parents to appropriate sources of support regarding online safety at home

If any concerns arise relating to online safety, then we will follow our safeguarding policy and report all online safety concerns to the DSL.

The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral
- All concerns are logged, assessed and actioned in accordance with the nursery's safeguarding procedures
- Parents are supported to develop their knowledge of online safety issues concerning their children via posters
- Parents are offered support to help them talk about online safety with their children using appropriate resources
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern.

- Staff have access to information and guidance for supporting online safety, both personally and professionally
- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material.

Cyber Security

Good cyber security means protecting the personal or sensitive information we hold on children and their families in line with the Data Protection Act. We are aware that Cyber criminals will target any type of business including childcare and ensure all staff are aware of the value of the information we hold in terms of criminal activity e.g. scam emails. All staff are reminded to follow all the procedures above including backing up sensitive data, using strong passwords and protecting devices to ensure we are cyber secure.

To prevent any attempts of a data breach (which is when information held by a business is stolen or accessed without authorisation) that could cause temporary shutdown of our setting and reputational damage with the families we engage with we inform staff not to open any suspicious messages such as official-sounding messages about 'resetting passwords', 'receiving compensation', 'scanning devices' or 'missed deliveries'.

Staff are asked to report these to the manager as soon as possible and these will be reported through the NCSC Suspicious Email Reporting Service at report@phishing.gov.uk

3: Modern Slavery and Child Trafficking Policy

Legislation
The Modern Slavery Act consolidates slavery and trafficking offences and introduces tougher penalties and sentencing rules.

Background
Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery
- Servitude and forced or compulsory labour
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. Staff members and parents/carers under the age of 18 are children and so this may apply to them, as well as the children in our care.

This policy should be used alongside the following policies:

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

For an adult or child to have been a victim of human trafficking there must have been:

- *Action* (e.g. recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
- *Means* (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be "means" for children as they are not able to give informed consent
- *Purpose* (e.g. sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

Signs of abuse
Action should be taken if they appear to have some of these possible signs including; under the control of someone else and reluctant to interact with others, the victim has few personal belongings and wear the same clothes every day or wear unsuitable clothes for work. The victim is not able to move around freely and is reluctant to talk to strangers or the authorities including appearing frightened, withdrawn, or show signs of physical or psychological abuse.

Procedure
When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted and the referral process will be followed as per the safeguarding procedure.
If we suspected and it wasn't possible to have a confidential conversation, we wouldn't confront them or cause a scene, as this will likely lead to increased harm for them. Instead we would inform the relevant authorities, or organisations, working in the field.

If you are in the UK and suspect someone might be in slavery, you have several options:

- Call the Modern Slavery Helpline on 08000 121 700 or fill out an online form.
- Contact Crimestoppers on 0800 555 111
- Contact the Police or local children social care teams.

4: Prevent Duty and Radicalisation Policy

Extremism – the Prevent Duty
Working Together to Safeguard Children defines extremism. It states *"Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.*

Extremism is defined in the Counter Extremism Strategy as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist"

Under the Counter-Terrorism and Security Act we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act to have "due regard to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police.

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It's a gradual process so young people who are affected may not realise what's happening.

Radicalisation is a form of harm. The process may involve:
• Being groomed online or in person
• Exploitation, including sexual exploitation
• Psychological manipulation
• Exposure to violent material and other inappropriate information
• The risk of physical harm or death through extremist acts.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.

The NSPCC states that signs of radicalisation may be:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

We will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Ensure our nursery is an inclusive environment, tackle inequalities and negative points of view and teach children about tolerance through British Values

- Using the Government document Prevent Duty Guidance for England and Wales

5: Domestic Abuse, Honour Based Abuse and Forced Marriage Policy

This policy should be read alongside our:

- Safeguarding Children/Child Protection Policy
- Data Protection and Confidentiality
- GDPR Privacy Notice.

The Domestic Abuse Act 2021 defines Domestic Abuse as:

Behaviour of a person (A) towards another person (B) is "domestic abuse" if:

- *They A and B are each aged 16 or over and are personally connected to each other*
- *The behaviour is abusive.*

Behaviour is "abusive" if it consists of any of the following:

- *Physical or sexual abuse*
- *Violent or threatening behaviour*
- *Controlling or coercive behaviour*
- *Economic abuse*
- *Psychological, emotional or other abuse*

and it does not matter whether the behaviour consists of a single incident or a course of conduct. "Economic abuse" means any behaviour that has a substantial adverse effect on B's ability to:

(a) Acquire, use or maintain money or other property, or

(b) Obtain goods or services.

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity, and domestic abuse can happen at any stage in a relationship.

We aim to develop staff knowledge of recognising the signs and symptoms of domestic abuse. These signs may include:

- Changes in behaviour: for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress: for example, clothes that do not suit the climate which may be used to hide injuries
- Partner or ex-partner stalking employee/parent in or around the workplace; this may include excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

In England, The Domestic Abuse Act 2021 recognises in law, for the first time, that children are victims if they see, hear or otherwise experience the effects of domestic abuse.

Signs that children may have witnessed domestic abuse include:

- Anxiety
- Regressive behaviours
- Constant or regular sickness, such as colds or headaches
- Difficulties with concentration
- Emotional and behavioural difficulties
- Withdrawal
- Low self-esteem.

We will raise awareness of domestic abuse within our setting by:

- Ensuring all staff can identify the signs and symptoms of domestic abuse and know how to report concerns
- Sharing information with external organisations that can offer support with incidents of domestic abuse. The information will be displayed in visible spaces within the setting
- Providing all stakeholders with the telephone number for the free 24-hour National Domestic Abuse Helpline (0808 2000 247)
- Sharing our domestic abuse policy and Child Protection and Safeguarding policies with all stakeholders.

If we are concerned that domestic abuse is happening within a home and a child is at risk, we will follow our safeguarding policies' reporting procedures (see Safeguarding Children/Child Protection policy).

Where incidents of domestic abuse are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

Honour based abuse

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

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

We aim to develop staff knowledge of recognising the signs and symptoms of HBA. These signs may include:

- Changes in how they dress or act, they may stop wearing 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations.
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

We will raise awareness of domestic abuse within our setting by:

- Sharing information with external organisations that can offer support with incidents of HBA. The information will be displayed in visible spaces within the setting

Where incidents of HBA are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

Forced Marriage
A forced marriage is defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced'.

If we suspect or receive information about a forced marriage being planned, then we will follow our safeguarding reporting procedures. If the person concerned is under the age of 18 years then we will report the incident to the children's social care team.

If we believe a person is in imminent danger of being forced into a marriage, we may contact the Police and the Governments Forced Marriage Unit (FMU) on 020 7008 0151.

6: Respectful Intimate Care Policy

At Small Wonders Day Nurseries Ltd we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. Children need to feel safe, secure and happy so we expect nursery staff to be responsive to children's needs, whilst maintaining professionalism. We accept that children need to be cuddled, encouraged, held and offered physical reassurance, and ensure intimate care routines are undertaken in a safe, respectful and child-centred way.

Intimate care routines may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required. In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis and, wherever possible, by the child's key person. First aid treatment will be carried out by a qualified paediatric first aider.

Providing intimate care involves working with children when they are particularly vulnerable, which can provide heightened opportunities for abuse. Therefore, to promote good practice and minimise the risk of allegations we have the following guidelines to ensure staff are fully supported and able to perform their duties safely and confidently.

Management

- Promote consistent and caring relationships through the key person system in the nursery and ensure all parents understand how this works
- Ensure all staff undertaking intimate care routines have suitable enhanced DBS checks
- Conduct thorough inductions for all new staff to ensure they are fully aware of all nursery procedures and arrange specialist training where required, i.e. paediatric first aid training, specialist medical support
- Follow up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Ensure all staff have an up-to-date understanding of the Safeguarding children and child protection policy, including how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise concerns
- Operate a Whistleblowing policy to help staff raise any concerns about their peers or managers and help staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- Conduct working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff including intimate care routines
- Conduct regular risk assessments on all aspects of the nursery operation, including intimate care, and review the safeguards in place. The nursery assesses all the risks relating to intimate care routines and uses appropriate safeguards to ensure the safety of all involved.

Environment

- Leave the doors open when changing children's nappies, soiled or wet clothing, or other intimate routines, whilst maintaining their dignity
- Ensure children are afforded privacy and dignity during intimate care routines, whilst balancing this with the need to safeguard children and staff.

Parents

- Work closely with parents on all aspects of the child's care and education as laid out in the Parents as partners policy. This is essential for intimate care routines which require specialist training or support
- If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs.

Relationships

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to say they love a staff member and we advise staff to report any such observed practice
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks.

If a parent or member of staff has concerns or questions about intimate care procedures or individual routines, practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity.

Management will challenge inappropriate behaviour in line with the Supervisions policy, Disciplinary procedure or Whistleblowing policy.

If the concern relates to the manager and/or nursery owner then parents should contact Ofsted 0300 123 1231 or the Local Authority Designated Officer (LADO) 03330 139797.

7: Whistleblowing Policy

Whistleblowing definition
Whistleblowing is the term used when a worker passes on information concerning wrongdoing.

At Small Wonders Day Nurseries Ltd we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective. We recognise that there may be occasions where this may not happen and we have in place a procedure for staff (including students and volunteers) to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

Legal framework
The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees students and volunteers who raise legitimate concerns about specified matters. These are called 'qualifying disclosures.'

A qualifying disclosure is one made in the public interest by an employee, student or volunteer who has a reasonable belief that any of the following is being, has been, or is likely to be, committed:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- A breach of any other legal obligation or concealment of any of the above
- Any other unethical conduct
- An act that may be deemed as radicalised or a threat to national security
- Sexual harassment

Disclosures do not have to be made 'in good faith' but they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.

It is not necessary for the person to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

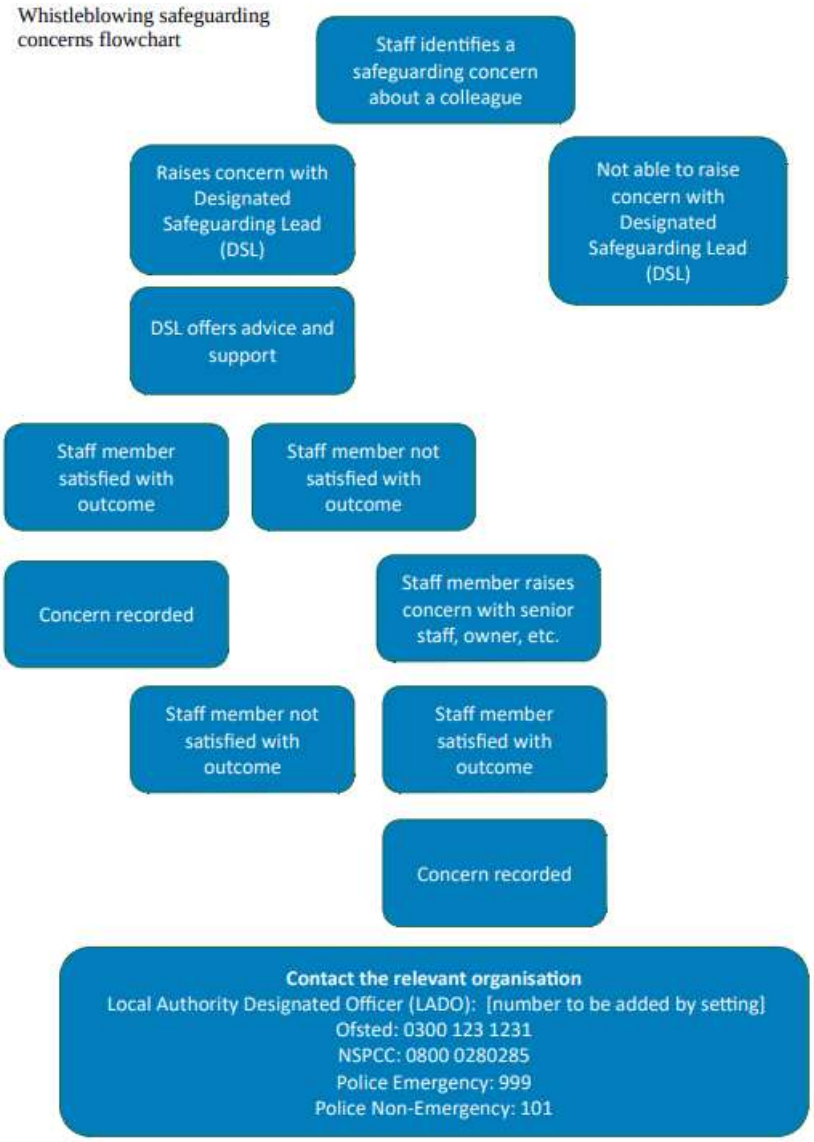
Disclosure of information
If, while working in the setting, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you MUST use the nursery's disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS, Equalities Act)
- That a miscarriage of justice has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be endangered
- That the environment, has been, is being, or is likely to be damaged
- That sexual harassment has been committed
- That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

Disclosure procedure

- If this information relates to child protection/safeguarding then the nursery child protection/safeguarding children policy should be followed, with particular reference to the staff and volunteering section. See below for the Whistleblowing safeguarding concerns flowchart
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to the designated safeguarding lead (DSL), so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to the DSL (i.e. because it relates you should speak to the deputy DSL
- Staff, students and volunteers will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the DSL.
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee, student or volunteer who is involved in victimising other colleagues who make a disclosure, takes any action to deter colleagues from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any employee student or volunteer who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed.

Whistleblowing safeguarding concerns flowchart



8: Low-Level Concerns Policy

Introduction

At Small Wonders Day Nursery Ltd we are committed to safeguarding children and promoting their welfare at all times.

This policy applies to all concerns (including allegations) about members of staff, including students, volunteers and agency staff. We ensure that all those working with children behave appropriately and the early identification and prompt and appropriate management of concerns about adults is critical to effective safeguarding. This section is based on concerns that do not meet the harm threshold, as defined in Keeping Children Safe in Education.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the nursery
- Pre-employment vetting checks.

This policy should be read in conjunction with the following policies: Safeguarding children and child protection policy, Staff code of conduct, Online safety policy, Whistleblowing policy, Attendance policy.

Definition of 'low-level' concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in, or on behalf of, the nursery may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of nursery
- Does not meet the harm threshold or is otherwise not considered serious enough to consider a referral to the local authority designated officer (LADO).

The behaviour of the staff, student or volunteer may not relate directly to a particular child or children but may raise an issue or issues of concern with respect to safeguarding a child/children. This may potentially call into question the adult's suitability to work with children.

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language
- Inadvertent or thoughtless behaviour
- Behaviour that might be considered inappropriate depending on the circumstances
- Behaviour which is intended to enable abuse.

Reasons to identify and respond to low-level concerns

We respond to all potential concerns about an adult's behaviour, including those which are considered low-level, in order to help create a culture where the safety of children is always prioritised.

We believe that responding to low-level concerns gives a clear message that any form of inappropriate behaviour will not be tolerated. Staff are made aware that a concern can still be significant even if it does not meet the threshold of harm, recognising that, if left unaddressed, low-level concerns can escalate into more significant rule-breaking or even abuse.
In addition, through monitoring low-level concerns raised, we may identify training needs or improved staff induction.

Sharing low-level concerns
We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately. This ensures that adults consistently model our values and helps keep children safer.

We create this culture by:

- Ensuring all staff are clear about what appropriate behaviour is, and are confident in differentiating expected and appropriate behaviour from concerning, challenging or inappropriate behaviour, in themselves and other adults
- Ensuring adults understand what a low-level concern is and the importance of sharing low-level concerns
- Having clear policies and procedures so staff are confident to report any concerns
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to reflect on and identify any weakness in the nursery safeguarding procedure
- Having clear procedures for recording, reviewing and responding to concerns.

A low-level concern about a member of staff should be reported to the Designated Safeguarding Lead (DSL) and the manager following the nursery Safeguarding children and child protection procedures.

Responding to low-level concerns
Responding appropriately, following clear and consistent procedures, will help to protect our staff from potential false allegations or misunderstandings.

- If the concern is raised via a third party, the DSL/manager will collect evidence where necessary by speaking directly to the staff who raised the concern, unless it has been raised anonymously, regardless of whether a written summary or low-level concerns form has been provided
- If the staff member who raises the concern does not wish to be named, then the nursery should respect that person's wishes as far as possible. However, there may be circumstances where the staff member who raises the concern will need to be named (for example, where it is necessary in order to carry out a fair disciplinary process) and, for this reason, anonymity should never be promised to members of staff who share low-level

concerns. Where possible, we will to encourage staff to consent to be named, as this will help to create a culture of openness and transparency

- The DSL/manager will speak to any potential witnesses, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted
- The DSL/manager will speak to the staff member about whom the low-level concern has been raised, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted
- The DSL/manager will use the information collected to categorise the type of behaviour and determine any further action, in line with our staff Code of conduct
- Allegations that meet the harm threshold will be referred to the LADO for advice
- Low-level concerns that the nursery feel may need further guidance on will be referred to the LADO for advice
- Low-level concerns that the nursery feel we can deal with internally will be dealt with via the nursery Safeguarding children and child protection procedures and/or Disciplinary procedures
- Where a low-level concern relates to agency staff, we will notify the agency, so any potential patterns of inappropriate behaviour can be identified.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern was raised, any action taken and the reasons for decisions and action taken.

Records will be:

- Reviewed so that potential patterns of concerning, difficult or inappropriate behaviour can be identified
- Retained at least until the volunteer, student or staff leaves employment at the nursery
- Kept confidentially, held securely and comply with Data Protection Act 2018 (DPA 2018) and UK GDPR procedure.

Reviewing low-level concerns

When reviewing records of low-level concerns, patterns of concerning, challenging or inappropriate behaviour may be identified. When this occurs, the DSL/manager will decide on a course of action, which may include:

- Disciplinary investigation and/or proceedings
- Management advice, including recommendations for training
- Referral to the LADO (where a pattern of behaviour moves from a concern to meeting the harm threshold).

Pre-employment references

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority(LADO) and is found to be substantiated

and/or

- The concern (or group of concerns) relates to issues which would be included in a reference, such as misconduct or poor performance.

9: Mobile Phone and Electronic Device Use Policy

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all devices we deem necessary to safeguard children.

Mobile phones and other electronic devices with imaging and sharing capabilities

At Small Wonders Day Nurseries Ltd we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones or other personal devices with imaging and sharing capabilities during working hours.

We use mobile phones to provide a means of contact in certain circumstances, such as outings.

This policy should be used in conjunction with our online safety and acceptable internet use policies, to ensure children are kept safe when using the nursery devices online.

Staff must adhere to the following:

- Mobile phones or other personal devices with imaging and sharing capabilities are either turned off or on silent and not accessed during your working hours
- Mobile phones or other personal devices with imaging and sharing capabilities can only be used on a designated break and then this must be away from the children
- Mobile phones or other personal devices with imaging and sharing capabilities must be stored safely in staff lockers at all times during working hours
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media or messaging apps on them, except those used by management for management purposes only
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age and content appropriate apps are accessible to staff, or children using them
- Passwords/passcodes for nursery devices must not be shared or written down, and will be changed regularly
- Only nursery owned devices will be used to take photographs or film videos. These devices will only be used in the presence of other staff.
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use.
- Staff must delete images/videos from devices, or store them in agreed folders, once they have been used for their purpose. Managers will check image folders regularly.

Parents' use of mobile phones and smartwatches

Parents are kindly asked to refrain from using their mobile telephones or other personal devices with imaging and sharing capabilities whilst in the nursery or when collecting or dropping off their children. We will ask any parents using their phone/device inside the nursery premises to finish

the call or take the call outside. We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child

Parents are requested not to allow their child to wear devices with imaging and sharing capabilities. This ensures all children are safeguarded and also protects their property as it may get damaged or misplaced at the nursery.

Visitors' use of mobile phones and smartwatches or other personal devices with imaging and sharing capabilities

Visitors are not permitted to use their mobile phones or other personal devices with imaging and sharing capabilities, e.g. smart glasses whilst at nursery and are asked to leave them in a safe secure place, such as the nursery office, for the duration of their visit.

Photographs and videos

At Small Wonders Day Nurseries Ltd we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only taken with prior written permission from each child's parent and only share photos with parents in a secure manner. We will obtain this permission when each child is registered and update it on a regular basis to ensure that this permission is still valid.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey; for display purposes; for promotion materials, brochure and the local press and the different social media platforms we use. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey. Photographs and videos will not be taken in areas where intimate care routines are carried out.

If a parent is not satisfied about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning.

Staff are not permitted to take any photographs or recordings of a child on their own personal devices with imaging and sharing capabilities e.g. cameras, mobiles, tablets or smartwatches and may only use those provided by the nursery. The nursery manager will monitor all photographs and recordings to ensure that the parents' wishes are met and children are safeguarded.

Photographs or videos recorded on nursery mobile devices will be transferred to the correct storage device to ensure no images are left on these mobile devices.

Parents, and children, are not permitted to use any personal devices with imaging and sharing capabilities on the nursery premises without the prior consent of the manager.

During special events, e.g. Christmas or leaving parties, staff may produce group photographs to distribute to parents on request. In this case we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events such as Christmas parties are not posted on any social media websites or other platforms without permission from the parents of all the children included in the picture.

10: Social Networking Policy

Social media is a large part of the world we live in and as such at Small Wonders Day Nurseries Ltd we need to make sure we protect our children by having procedures in place to ensure the safe use.

We use Facebook to share posts/pictures of the activities the children have accessed at nursery, as well as to post updates/reminders and links to best practice.

In order to safeguard children we ensure:

- We do not post any images of children
- Do not allow others to post on our social media pages, i.e. designated person/ management can post on the page
- We monitor comments on all posts and address any concerns immediately.

Staff use of social media

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery staff, parents or children.

- When using social networking sites such as Facebook or Instagram we ask staff :
    - Not to name the setting they work at
    - Not to make comments relating to their work or post pictures in work uniform
    - Not to send private messages to any parent's/family members
    - Direct any parent questions relating to work via social networking sites, to the manager
    - Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
    - Report any concerning comments or questions from parents to the management or designated safeguarding lead
    - Follow the staff behaviour policy
    - Not post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way
    - To follow this in conjunction with the whistle blowing policy.

- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. work emails and phone numbers. This is to protect staff, children and parents.

Parents and visitors' use of social networking

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publically or privately, information about any child on social media sites such as Facebook, Instagram and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

We ask parents **not to:**

- Send friend requests to any member of nursery staff
- Screen shot or share any posts or pictures from the nursery on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the nursery with other children in them (e.g. Christmas concert photographs or photographs from an activity at nursery).

We ask parents to:

- Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the partnership with parent's policy, complaints procedures and grievance policy).

11: Acceptable Internet Use Policy

Legislation

- Data Protection Act
- General Data Protection Regulation

Related Policies

- Whistleblowing
- Social Networking
- Safeguarding Children and Child Protection
- Online Safety

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

This policy should be read in conjunction with the Cyber security policy.

Security and passwords

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

Accounts will be removed immediately when a staff member has left employment.

Email

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

Internet access

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

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

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

Using removable devices
Before using any removable storage media which has been used on hardware not owned by us (e.g. USB pen drive, CDROM etc.) the contents of the storage device must be virus checked. No unknown USBs or external devices will be used.

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

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

- the privilege of using our equipment is abused; or
- unauthorised time is spent on personal communications during working hours.

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

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

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

11a: Cyber Security

This policy should be read in conjunction with the Data protection and confidentiality policy, Acceptable internet use policy and the Online safety policy.

At Small Wonders Day Nurseries Ltd we recognise that the key to keeping our nursery cyber secure is through effective staff training so that everyone is aware of the actions they should take to protect our systems from threat.

Good cyber security means protecting the personal or sensitive information we hold on children and their families in line with the Data Protection Act. We are aware that cyber criminals will target any type of business including childcare and ensure all staff are aware of the value of the information we hold in terms of criminal activity, e.g. scam emails. All staff are reminded to follow our procedures including backing up sensitive data, using strong passwords and protecting devices to ensure we are cyber secure.

To prevent any attempts of a data breach (i.e. when our information is stolen or accessed without authorisation) that could cause temporary shutdown of our setting and reputational damage with the families we engage with, we inform staff not to open any suspicious messages such as official-sounding messages about 'resetting passwords', 'receiving compensation', 'scanning devices' or 'missed deliveries'.

Staff are asked to report these to the manager as soon as possible and these will be reported through the National Cyber Security Centre (NCSC) Suspicious email reporting service at report@phishing.gov.uk.

Procedures

Passwords
We will:

- Create strong and memorable passwords for important accounts, such as by combining three random words. We will avoid using predictable passwords, such as dates, family and pet names. Passwords will not be reused
- We use multi-factor authorisation (MFA) to log in where appropriate, e.g. banking websites.

Security

- We train staff to recognise the techniques that phishers use in emails, as well as recognising spam and other harmful content
- Staff must report suspicious messages or links to management
- We carry out regular software updates and regularly check our back-ups
- Staff always lock devices when not in use
- We use PIN and passwords on portable devices
- We do not install any software that has not been cleared for use by the manager onto our computers or systems
- Unknown USBs or external devices will not be used on our systems.

Reporting

- Staff are encouraged to ask for further guidance or support from their manager when something feels suspicious or unusual
- Staff are encouraged to flag concerns and must report attacks as soon as possible.

System access

- We regularly review system access
- Accounts are removed immediately when a staff member has left employment.
- No staff member has access to nursery devices outside working hours.

Actions in the event of a cyber attack

- Manager will be informed immediately of any actual or suspected security breach
- We will contain the breach, isolate affected devices and disable compromised accounts
- We will avoid deleting anything that could serve as evidence
- We will keep a log of actions taken and notify the Information Commissioner's Office (ICO) if personal data is at risk (https://ico.org.uk/for-organisations/report-a-breach/)
- We will seek advice and guidance from the National Cyber Security Centre (NCSC) (https://report.ncsc.gov.uk/)
- We will communicate clearly with staff and stakeholders to explain what's happened, what we're doing and how it affects families and staff
- Following an actual or suspected attack, we will review our systems to identify what occurred, what was compromised and what changes are needed.

12: Staff Code of Conduct

At Small Wonders Day Nurseries Ltd we take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here.

This policy should be read in conjunction with the Disciplinary procedure.

Expected staff behaviour

Within our nursery we expect our staff to:

- Put our children first, their safety, welfare and ongoing development of children is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- To show a commitment based on the relationship and values of Trauma Perceptive Practice
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the Statutory Framework for the EYFS and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance with relevant Local authority procedures and training received
- Not share any confidential information relating to the children, nursery or families using the nursery
- Maintain the public image of the nursery and do nothing that will put the setting into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional.
- Adhere to the Mobile Phone and Other Electronic Device policy and Social Networking policy
- Report to management immediately any changes in their personal life that may impact on the ability to continue the role. These may include (but are not limited to) changes in police record, medication or any social service involvement with their own children.

Monitoring staff behaviour

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we observe interactions between staff and children
- Have regular supervisions with all staff in which ongoing suitability is monitored and recorded
- Have a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Operate staff suitability forms and clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safer recruitment of staff policy.

Some behaviours that may cause concern and will be investigated further include:

- Change in moods
- Sudden change in religious beliefs and/or cultural beliefs (which may indicate radicalisation)
- Changes in the way they act towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

Procedures to be followed:
If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Where appropriate, the Disciplinary procedure will be followed.

Ultimately we wish to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern regarding the safety or welfare of the children then the safeguarding children and child protection policy will be followed as in the case of allegations against a staff member, the Local Authority Designated officer (LADO) will be contacted.

All conversations, observations and notes on the staff member will be logged and kept confidential.

13: Lone Working Policy

At Small Wonders Day Nurseries Ltd we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area
- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area that may have had an accident
- Individual duties of some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

We always ensure that our staff: child ratios are maintained.

On the occasions, that lone working within a room does take place we ensure that:

- Staff are able to manage with a variety of tasks such as talking to parents and supervising children safely
- Each member of staff required to work alone has the required qualification/training and/or skills for the role; e.g. holds a level 3 qualification, paediatric first aid, safeguarding and child protection training
- Staff members working alone are competent in their role
- Staff member can call on others in an emergency, including evacuation or lockdown procedures
- The member of staff and children are safeguarded at all times (relating to safeguarding/child protection policies)
- Ratios are maintained at all times.

Staff members responsibilities when left in the building alone:

- To make a member of the management aware of when they are working and make plans to check in and out at their expected time of completion of the work using the designated WhatsApp Group
- To ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when staff are left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g. evacuation or lockdown
- To ensure that the employee has the ability to contact them or a member of the team in the event of their lone working outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- To ensure that employees have the ability to access a telephone whilst lone working

- If reporting in and out arrangements have been made and the employee does not call in, to follow it up:
  - telephone the staff member or the nursery land line
  - if no contact is made after three attempts a member of the management team will be deployed to the nursery to check on their welfare

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

14: Inclusion and Equality Policy

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals (Birth to 5 Matters).

Statement of intent

At Small Wonders Day Nurseries Ltd we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families according to their individual needs. Discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation has no place within our nursery.

We do not tolerate discriminatory behaviour and take action to tackle discrimination, including taking all reasonable steps to prevent harassment and sexual harassment of our employees, including harassment from third parties, such as visitors to the premises.

A commitment to implementing our inclusion and equality policy is part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Nursery Manager at the earliest opportunity.

Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, the nursery's disciplinary policy will be followed.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice
- Children and Families Act
- Equality Act
- Children Act 2004
- Care Standards Act
- Special Educational Needs and Disability Act
- Worker Protection Act 2023

The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued
- Providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities or are deemed disadvantaged according to their individual circumstances

- Making reasonable adjustments for children with special educational needs and disabilities to remove barriers and improve access for all
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our families are listened to, children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity and training all staff about their rights and responsibilities under the inclusion and equality policy.
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/service provision
The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment
Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoids discrimination. Shortlisting will be done by more than one person, where possible.

All members of the selection group are committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms are sent out along with a copy of the equal opportunities monitoring form. Application forms do not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies are generally advertised to a diverse section of the labour market. Advertisements avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions are posed which potentially discriminate on the grounds specified in the statement of intent. All candidates are asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates are given the opportunity to receive feedback on the reasons why they were not successful.

We may ask questions (Under the Equality Act) prior to offering someone employment in the following circumstances:

- To establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- Too establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- To monitor diversity in the range of people applying for work
- To take positive action towards a particular group – for example offering a guaranteed interview scheme
- You require someone with a particular disability because of an occupational requirement for the job.

The national College for Teaching and Leadership provides further guidance specific to working with children, which we follow:

> *Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.*
>
> *People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.*
>
> *Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.*

Staff

It is our policy not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. They are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

We foster a safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking 'reasonable steps' to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties

Staff will follow the Dealing with discriminatory behaviour policy where applicable to report any discriminatory behaviours observed. Our zero-tolerance approach includes having anonymous reporting procedures and dealing with any instances which arise via our disciplinary procedures.

Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. The nursery strives towards the provision of inclusion, equality and diversity training for all staff on a regular basis.

Training includes ensuring staff understand that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. We encourage all staff members to create a culture of zero tolerance towards discrimination and sexual harassment in our setting.

Early learning framework

We follow the Early Years Foundation Stage Statutory Requirements and ensure that all learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development
- Listening to children's verbal and non-verbal communication and making children feel included, valued and good about themselves
- Ensuring that we know what each child knows and "can do" and has equal access to tailored early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Knowing children well, being able to meet their needs and know when they require further support
- Establishing strategies that consistently enhance the opportunities and experiences of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of all children are met and help children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

Parent information and meetings

Information about the nursery, its activities, experiences and resources are shared with parents as well as information about their child's development. This is given in a variety of ways according to

individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.

We also consult with parents regularly about the running of the nursery and ask them to contribute their ideas.

15: Special Consideration for Employees Policy

At Small Wonders Day Nurseries Ltd we recognise that employees may require special consideration during their employment.

Legal requirements
The nursery follows the legal requirements set out in 'The Management of Health and Safety at Work Regulations' and the 'Equality Act' .

This policy should be read in conjunction with our Health and Safety Policy, which has regard to any employees requiring special consideration at the commencement of employment and during the course of it.

Procedure
The nursery manager:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery or when their condition or special educational needs and/or disability is obtained
- Carries out necessary risks assessments to support the employee
- Agrees with the staff member any necessary special measures such as training and supervision, arrangements, modifications and medical surveillance
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

Special educational needs/Disabilities
If a member of staff has a special educational needs and/or disability, we encourage them to tell us about their condition so that we can consider what reasonable adjustments or support may be appropriate.

Part-time and fixed-term work
Part-time and fixed-term employees are treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is objectively justified.

16: Special Educational Needs and Disabilities (SEND) Policy

This policy has been created with regard to:

- The SEND Code of Practice
- Children and Families Act
- Equality Act
- Working Together to Safeguard Children
- 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 to identify, assess and make provision for children's special educational needs.

At Small Wonders Day Nurseries Ltd we use the SEND Code of Practice 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.*

Statement of intent
We are committed to the inclusion of all children at our nursery, by establishing strategies that consistently enhance the opportunities and experiences of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences We 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 child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique and we do not attempt to categorise children.

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational 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.

We undertake a Progress Check of all children at age two in accordance with the Code of Practice and statutory framework for EYFS to support early identification of needs.

We will also undertake an assessment at the end of the Early Years Foundation Stage for any children that remain with us in the final term of the year in which they turn five, as per the statutory framework for EYFS

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority and other professionals
- Observing each child's development and assessing such observations regularly to monitor progress.

All new children will be given a full settling in period when joining the nursery according to their individual needs.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace e.g. 'more able' are also supported (see the More Able and Talented Policy)
- 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 where required
- 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 Christine Deeks.

The role of the SENCO in our setting includes:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- 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 response approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENCO and share their name and role with all staff and parents
- Have high aspirations for all children and support them to achieve 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 include the thoughts and feelings voiced by the child, where possible/appropriate
- Signpost parents and families to our Local Offer in order to access local support and services
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice / statutory framework for the EYFS
- 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 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. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education, Health and Care (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
- Monitor and review our policy and procedures annually

Effective assessment of the need for early help
We are aware of the process for early help and adhere to the following procedure:

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 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.

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.

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).*

Graduated Approach
We follow the SEND Code of Practice recommendation that, in addition to the formal checks above, we 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 our SENCO and appropriate records will be kept according to the Code of Practice.

Assess
In identifying a child as needing SEND 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 SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, 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 are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

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

Review
The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Care Plan (EHCP)
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 SEND
- evidence of the action already being taken by us as the early years provider to meet the child's SEND needs
- 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 agencies to ensure that the child receives the support they need to gain the best outcomes.

We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.

17: Looked After Children Policy

At Small Wonders Day Nurseries Ltd we are committed to providing a welcoming and inclusive quality environment for all children and families.

Definition and legal framework
The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC. Looked after children can also be referred to as 'children in care', a term which many children and young people prefer.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act
- Adoption and Children Act
- Children and Young Persons Act
- Children and Families Act
- Children and Social Work Act

Our policy
Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for, where appropriate. Practitioners are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

The designated person for 'looked after children' is Christine Deeks.

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary the key person/designated person/manager will develop a care plan with the child's carers and any relevant professionals. This will include:

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed
- The child's sense of self, culture, language/s and identity - how this is to be supported
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- Where applicable, how any special educational needs and/or disabilities will be supported.

In addition, the care plan may also consider:

- How information will be shared with the carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from nursery and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in this planning
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged two to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after children' person Christine Deeks, will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of art work and mark making will be passed on to the carer at this stage.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare.

A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation etc. for more than 28 days and where the care is intended to continue by someone other than:

- The parents
- A person who is not a parent but has parental responsibility
- A close relative
- The Local Authority.

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

18: Dealing with Discriminatory Behaviour Policy

At Small Wonders Day Nurseries Ltd we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents of any perceived or actual relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

We provide a neutral working environment where no one should feel threatened or intimidated and everyone should be treated with equity, inclusivity, dignity and respect. This includes 'work situations' such as social events and social media posts and interactions between colleagues.

Definition and legal framework

Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'; we have zero tolerance towards such behaviour
- **Sexual harassment** is any unwanted sexual conduct that has the purpose or effect of violating a person's dignity or creating a hostile environment for them; the law requires the setting to take all reasonable steps to prevent sexual harassment of workers in the course of their employment; we have zero tolerance towards such behaviour
- **Third party harassment** occurs where a person is harassed by someone who does not work for the same employer, such as a visitor or supplier; we have zero tolerance towards such behaviour
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation

- Marriage and civil partnership
- Pregnancy and maternity.

Incidents may involve a small or large number of persons, they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults (depending on the nature of what is written)
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people pertaining to the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

Our procedures

We tackle discrimination by:

- Providing inclusive early years practice where all staff are able to identify, understand and break down barriers to participation and belonging and create an ethos of equality
- Consistently promoting the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children and families in the setting. We value diversity and celebrate differences in children and families
- Providing training and support around this subject to support staff understanding and confidence in challenging discriminatory practice, including understanding that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. Training ensures staff understand this in order to create a culture of zero tolerance towards sexual harassment in the workplace
- Ensure a zero-tolerance approach is actually taken by challenging any observed instances of inequalities, discrimination and prejudice as they arise in play, conversation, books or other contexts from practitioners, children and families and follow this policy, as outlined below, to ensure that discriminatory behaviours against the protected characteristics are not tolerated within our setting
- Ensuring all children and families have a sense of belonging and they can see themselves and their families identity reflected in the setting
- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour, stereotyping, bias or bullying taking place in person or via an online arena
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, including behaviour from parents and other staff members
- Expecting all staff to intervene in the case of third-party harassment, reporting issues to the nursery manager and/or reporting criminal acts to the police; we have an anonymous reporting procedure for sexual harassment
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered recorded appropriately. Any patterns of

behaviour should be noted. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation leads to disciplinary procedures (please see the policy on disciplinary procedures).

We foster a safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking 'all reasonable steps' to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties, such as visitors to the premises.

We record any incidents of discriminatory behaviour or bullying to ensure that:
- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of nursery policies are monitored
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding children and child protection policy and the Prevent Duty and Radicalisation Policies in order to safeguard children and families.

Nursery staff
We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

19: Promoting Positive Behaviour Policy

At Small Wonders Day Nurseries Ltd we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading on to a path to self-regulation. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement the early year's curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries, appropriate to the emotional development of the child. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

'Behaviour' is defined as a communication of an underlying unmet need. This policy is based on understanding, relationships/connection and restoration. It has the flexibility to be differentiated for children with developmental trauma. All staff understand and demonstrate the values of Compassion and Kindness, Hope and Connection and Belonging.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
- Understand that certain behaviours are a normal part of some young children's development e.g. biting
- Encourage self-regulation, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviour and self regulation, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate. Provide access to items and space which support self-regulation

- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

It is the room's leaders responsibility to:

- Advise and support other staff on any behaviour concerns
- Liaise with the setting's Special Educational Needs Co-ordinator (SENCO) where a child requires further support, or there are concerns about the impact of the behaviour on a child's education and care
- Along with other room leaders they will keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend training events, and ensure all staff attend relevant in-house or external training for behaviour management.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed and/or behaviour which challenges, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologising if appropriate. We make sure that the child who has been upset is comforted . We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying distress and/or behaviour which challenges and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents

- We do not single out children or humiliate them in any way. Where children are displaying behaviour which challenges they will, wherever possible, be distracted/re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- In any case of behaviour which challenges, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- Reliable systems and routines (e.g. visuals, prompts and reminders where appropriate)
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We keep confidential records on any behaviour that challenges that has taken place We inform parents and ask them to read and sign any incidents concerning their child
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour support plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

At our nursery, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities both indoor and outdoor with children when they feel play has become overly boisterous/aggressive, both indoors or out

- We will ensure that this policy is available for staff and parents and it will be shared at least once a year to parents and staff
- Staff and parents are also welcomed to review and comment on the policy and procedure
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

At Small Wonders we have two Trauma Perceptive Practice trainers to lead and embed TPP within the nursery. The named trainers are Christine Deeks and Rachel Marshall.

Introductory TPP training is included on Induction and on a cyclical basis to ensure TPP is embedded in the nursery.

Our Trauma Perceptive Practice approach to support Behaviour and Relationships is:

- The language used around the nursery to describe children and incidents exemplifies the values of TPP
- Staff response is controlled, planned and consistent at all times and in all places including less structured environments and extra-curricular activities
- Staff understand behaviour as a communication by being 'stress detectives' - asking why? Why now?
- Team around the child (e.g. One Planning or TAF) to create a personalised stress/distress management planning
- Adults follow the adult response plans
- Use 'Regulate, Relate, Reason' when co-regulating with a child
- Know the child's self regulation strategies
- Teach self regulation strategies that can be used in nursery and compliment the child's self regulation style (e.g. physical, verbal, sensory) and practice use of them
- 'Time in', to build connection, rather than 'time out'
- 'Time in' moments including validating a child through matching, quality moments, remembering, celebration and PACE approach

Anti-bullying
We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By positively promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities,

make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

20: Biting Policy

At Small Wonders Day Nurseries Ltd we promote positive behaviour at all times. We understand that children may use certain behaviours, such as biting to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a Special Educational Need and/or Disability.

Our procedures

The nursery uses the following strategies to help prevent biting:

- Individual, one-to- one and small group times so that each child is receiving positive attention
- Quiet and cosy areas for children who are feeling overwhelmed to go to,
- Stories, puppets and discussions about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events.
- Additional resources for children who have oral stimulation needs, such as, teething rings or chew necklaces.
- Vigilant staff that know the children well and are able to identify when children need more stimulation or quiet times.
- Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose to the parents the name of the child who has caused the bite
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- Ask the child what they can do to make the 'child who has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent ongoing biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault

- Arrange for a meeting with the parent whose child has been bitten, particularly if the child has been bitten several times, to provide reassurance that the nursery is managing biting incidents effectively
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.
- If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

21: Children's Well-being in the Nursery Policy

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

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

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

Mental and emotional well-being includes:

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

Social well-being includes:

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

Spiritual well-being can cover the following:

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

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

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

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

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation this consistent practice supports the process of children building the capacity for self-regulation to manageable, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This

enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practice their self-regulation skills.

Staff use the promoting positive behaviour policy to ensure a consistent approach.

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

22: Staff Well-being Policy

This policy links to the Health and Safety - general policy, Healthy Workplace Policy, Absence Management Policy, Supervisions Policy, Safeguarding Children and Child Protection Policy and Prevent Duty and Radicalisation policy.

At Small Wonders Day Nurseries Ltd we promote the good health and well-being of all our staff. As a Nursery, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team. The Mental Health First Aiders are Christine Deeks and Rachel Marshall.

Mental ill-health is usually caused by a combination of work and non-work related factors. There is a myriad of reasons for mental ill-health; from the pressure of ongoing change at work to longer or more intense hours exacerbated by financial pressures at home, or relationship problems and greater caring responsibilities. Striking the balance between what is considered appropriate results or output, and robust mental health is tricky. We are committed to constantly upskilling ourselves so that we know about how to create and maintain conditions that support and encourage good mental health, as well as recognise the signs of mental ill health and provide appropriate support.

We recognise the importance of safeguarding the mental health of all of our employees, by providing a happy and nurturing working environment. With statistics in the UK showing that each week 1 in 6 of us experiences a common mental health problem, we are committed to acknowledging and supporting our staff's physical and emotional needs.

Our ethos
We know that the care and education of babies and young children is highly rewarding. However, we are also aware of the day to day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance; and how these pressures, alongside the role of providing high quality care and education to babies and young children, can place a high level of demand on all of our employees.

In order to support our staff team, we, the management team, put procedures in place that ensure staff well-being remains one of the key focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their needs, not just within the work place but as a whole person.

Small Wonders Day Nurseries Ltd offer support on staff well-being and guidance on where to access external support. We are committed to keeping our well-being and mental health knowledge up to date, reviewing our practices; supporting the developing knowledge of the whole staff team, to ensure we are implementing the necessary strategies to safeguard the well-being of our staff.

Procedure to minimise work related stress:

- Complete a written stress risk assessment to identify and manage work-related stress related to demands, control, support, relationships, role and change (see health and safety executive advice https:/www.hse.gov.uk/stress/risk-assessment.htm
- To ensure staff are supported within the setting, new staff will receive a full induction so they feel competent and capable to carry out their role and responsibilities

- Staff will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role and to minimise stress within the workplace
- Regular supervisions take place termly in which staff well-being is discussed and recorded
- Staff are invited to complete a well-being survey
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- Staff are encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work are valued and celebrated
- We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting
- Staff are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms
- The nursery manager and well-being representative are available for staff to come and discuss any issues or concerns
- The nursery ensures that confidential conversations take place in private, away from other staff members and children
- All information remains confidential or on a needs to know basis to support the facilitation of open and honest conversations. However, where the manager or the well-being representative feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate
- We actively promote a culture of mutual respect, tolerance and co-operation tolerance, in line with the British values
- Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how we, as a setting, can be maintaining a supportive environment
- We promote a culture that supports any staff member who is experiencing a mental health related illness to discuss this and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues
- Careful consideration for staff resilience and the potential risks for secondary trauma to be experienced by key adult
- If the nursery is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate (**See Supporting Staff Members Individually Section**)

- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice support will be sought.
- Staff well-being and staff self-care information is available within designated staff areas
- Leaders and managers support practitioners in a safe culture where bullying, harassment and discrimination are not tolerated, along with a culture that challenges and deals with any inappropriate behaviour in a timely manner; we have anonymous procedures to encourage reporting sexual harassment.
- We have a zero tolerance approach towards discriminatory behaviour and harassment, including sexual harassment
- Training includes an appropriate understanding that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel in order to create a culture of zero tolerance towards harassment, including sexual harassment in particular.
- In particular a member of staff is returning to work after a period of absence, a back to work interview is carried out as per our Absence management procedure.
- Christine Deeks and Rachel Marshall are the Designated First Aiders and Mental Health First Aiders

Supporting staff members individually
We include well-being as part of our discussions at staff supervision sessions and appraisals. During these sessions, we work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs. Where the Manager and staff member feel it is appropriate, they will draw up an individual action plan, this includes looking at the workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made for the member of staff; this could include flexible working agreements, changes in environment, adjustments to jobs role and responsibilities; more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful.

If a member of staff is returning to work after a period of absence, a back to work interview is carried out as per our 'Absence Management Policy.'

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the Manager is concerned about the safety of a member of staff, we will work with the Designated Safeguarding Lead to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

23: Menopause Policy

Introduction
Menopause is the time during an individual's life when menstruation periods permanently stop and an individual experiences hormonal changes. It is defined as occurring when the individual has experienced no periods for 12 consecutive months and no other biological or psychological cause can be identified. However, menopausal symptoms can begin months or years before periods stop and this stage is known as the perimenopause. According to the NHS website symptoms last around four years after an individual's last period, although some can experience them for much longer.

The purpose of this policy is to provide details of how the nursery will support our staff who may be experiencing issues as a result of symptoms of the menopause. We aim to create a culture that encourages discussions to take place about any matters associated with the menopause and to create supportive working environment.

Aims
The aims of this policy are to:

- Foster an environment in which colleagues can openly and comfortably instigate conversations or engage in discussions about menopause
- Ensure everyone understands what menopause is, can confidently approach the subject and are clear on our policy and practices
- Educate and inform staff about the potential symptoms of menopause and how they can support individuals experiencing these symptoms at work
- Ensure that those who are experiencing menopause symptoms feel confident to discuss them and ask for any support and reasonable adjustments so they can continue to be successful in their roles
- Reduce absenteeism due to menopausal symptoms
- Assure individuals that as a responsible employer, we are committed to supporting their needs during menopause.

Employee responsibilities
All employees should contribute to a respectful working environment and be willing to support colleagues who may be experiencing the menopause. It is important that employees talk openly with their line manager if they need support with menopausal symptoms. All employees are responsible for:

- Taking personal responsibility to look after their health
- Being open and honest in conversations with managers
- Contributing to a respectful and productive working environment
- Being willing to help and support their colleagues
- Understanding any necessary adjustments their colleagues are receiving as a result of their menopausal symptoms.

During any discussions, your manager will consider your individual situation and evaluate if any adjustments can be made. Your individual needs will be addressed sensitively and confidentiality will be maintained.

Employer responsibilities
Managers are responsible for:

- Ensuring that no one experiences less favourable treatment as a result of the menopause
- Ensuring that any conversations are kept strictly confidential

- Putting in place any required support and/or adjustments where reasonably possible
- Recording any agreements made
- Holding regular reviews with employees regarding support required, including follow up meetings to review adjustments that have been made
- Seeking additional advice from occupational health where necessary
- Agreeing with the employee if other colleagues should be informed about any adjustments that have been agreed (even if the reason is not disclosed).

When responding to an employee experiencing difficulties caused by menopause, managers will maintain an open-door policy so that employees feel comfortable in approaching them. They will support staff to talk openly about their current situation and will not make presumptions about how it is affecting them.

We understand that employees may feel uncomfortable discussing personal information with their manager. If this is the case, they are encouraged to discuss their situation with another senior member of staff.

Workplace adjustments
As with any longstanding health-related condition, sympathetic and appropriate support from the nursery is crucial to provide employees with the support that they need. Above all, it is important to listen to individuals and respond sympathetically to any requests for adjustments at work.

There are numerous symptoms of the menopause that can affect an individual both physically and mentally. The menopause affects individuals in different ways and symptoms can start during the perimenopause and last for many years.

Some of the more common symptoms include:

- Hot flushes
- Difficulty sleeping
- Fatigue
- Headaches
- Low mood or anxiety
- Problems with memory or concentration
- Anxiety
- Heavy and/or painful periods
- Panic attacks.

The following options are available to any employee who may be experiencing menopausal symptoms, depending on the needs of the individual and the business needs of the nursery.

Flexible working
We recognise that flexibility may be of significant benefit to someone who is experiencing menopausal symptoms. The Special considerations for employees policy describes ways in which the nursery may be willing to consider temporary changes to working arrangements, such as more frequent breaks or a change to start and finish times. If an employee does not wish to temporarily change their working arrangements, then this should be discussed with their line manager and any agreed changes will be regularly reviewed with the member of staff.

Temperature control
We strive to achieve a comfortable working temperature for employees. We will allow flexibility within the dress code where reasonable. We will also consider any other appropriate adjustments, for example changing an employee's work location including to nearer a window, providing blinds on windows, ensuring there is always the opportunity to access toilet facilities or providing cooling aids such as a desk fan.

Sickness absence
See the Absence management procedure.
If an employee is unwell due to menopausal symptoms, the nursery will provide them with all reasonable support during this period. It is important that employees feel that they are able to be open with their line managers about the reasons for any absences and feel supported by them. We would also encourage employees to discuss any relevant concerns with their GP and confirm to the nursery any relevant advice that the GP has provided.

Available support
Employees are encouraged to inform their line manager at an early stage if they are experiencing menopausal symptoms that could affect their work to ensure that symptoms are treated as an ongoing health issue rather than as individual instances of ill health.

Early notification will also help line managers to determine the most appropriate course of action to support an employee's individual needs. Employees who do not wish to discuss the issue with their direct line manager may find it helpful to have an initial discussion with a trusted colleague or another manager instead.

24: Sickness and Illness Policy

At Small Wonders Day Nurseries Ltd we promote the good health of all children attending including oral health by:

- Asking parents to keep children at home if they are unwell. If a child is unwell it is in their best interest to be in a home environment rather than at nursery with their peers.
- Asking staff and other visitors not to attend the setting if they are unwell
- Helping children to keep healthy by providing balanced and nutritious snacks, meals and drinks
- Minimising infection through our rigorous cleaning and hand washing processes **(see infection control policy)** Ensuring children have regular access to the outdoors and having good ventilation inside
- Sharing information with parents about the importance of the vaccination programme for young children to help protect them and the wider society from communicable diseases
- Sharing information from the Department of Health that all children aged 6 months – 5 years should take a daily vitamin
- Having areas for rest and sleep, where required and sharing information about the importance of sleep and how many hours young children should be having.

Our procedures

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time we care for the child in a quiet, calm area with their key person (wearing PPE), wherever possible
- We follow the guidance published by UK Health Security Agency for managing specific infectious diseases (https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/managing-specific-infectious-diseases-a-to-z) and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours
- If a child has a temperature above 38°c parents will be contacted and asked to collect their child as soon as possible. Children must not return to nursery until they are fever-free for 24 hours without medication.
- We inform parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We notify Ofsted as soon as is reasonably practical, but in any event within 14 days of the incident of any food poisoning affecting two or more children cared for on the premises.
- We ask parents to keep children on antibiotics at home for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics

- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable
- We make information/posters about head lice readily available and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

Meningitis procedure
If a parent informs the nursery that their child has meningitis, the nursery manager will contact the Local Area Infection Control (IC) Nurse. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery, we may be contacted directly by the IC Nurse and the appropriate support given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted where necessary.

We will follow the transporting children to hospital procedure in any cases where children may need hospital treatment.
The nursery manager or selected staff member must:

- Inform a member of the management team immediately
- Call 999 for an ambulance immediately if the illness is severe. DO NOT attempt to transport the unwell child in your own vehicle
- Follow the instructions from the 999 call handler
- Whilst waiting for the ambulance, a member of staff must contact the parent(s) and arrange to meet them at the hospital
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

This policy will be reviewed at least annually in consultation with staff and parents and/or after a significant incident, e.g. serious illness/hospital visit required.

25: Infection Control Policy

At Small Wonders Day Nurseries Ltd we promote the good health of all children attending (including oral health) through maintaining high hygiene standards to help reduce the chances of infection being spread. We follow the health protection in schools and other childcare facilities guidance which sets out when and how long children need to be excluded from settings, when treatment and/or medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus, which is produced when an infected person talks, coughs or sneezes. It can also spread through hand and face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from spreading around the nursery.

Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser, or through washing in the washing machine
- Wash or clean all equipment used by babies and toddlers as and when needed, including when the children have placed it in their mouth
- Store dummies hygienically to prevent cross-contamination
- Store toothbrushes (where applicable) hygienically to prevent cross-contamination
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child
- Provide labelled individual bedding for children that is not used by any other child and wash this at least once a week
- Ask parents and visitors to remove all outdoor footwear, or use shoe covers, when entering rooms where children may be crawling or sitting on the floor
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms and make sure that children wear them as well
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are ill and/or are contagious.

In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery

- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- In the event of an infection outbreak the nursery will, where appropriate, undertake a deep clean to ensure the spread of infection is contained
- We will follow Government health guidance, as well as seeking legal advice and information from our insurers, on any national outbreak of a virus and/or pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action; we will treat each case on an individual basis
- In addition, where contagious outbreaks occur, we will adopt Government guidance for all visitors to minimise the risk of further spreading of the infection
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times. These will be increased during the winter months, or when flu and cold germs are circulating.

26: Medication Policy

At Small Wonders Day Nurseries Ltd we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see sickness and illness and infection control policies). If a child requires medicine we will obtain information about the child's needs for this, and will ensure this information is kept up to date.

We ask parents to keep children on antibiotics at home for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics

We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

Medication prescribed by a doctor, dentist, nurse or pharmacist
(Medicines containing aspirin will only be given if prescribed by a doctor)

- Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated
- Medicines must be in their original containers with their instructions printed in English
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
    1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
    2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
    3. Parents must notify us **IMMEDIATELY** if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist
- The parent must be asked when the child has last been given the medication before coming to nursery; and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication)

- If the child refuses to take the appropriate medication, then a note will be made on the form
- Where medication is “essential” or may have side effects, discussion with the parent will take place to establish the appropriate response.

Non-prescription medication *(these will not usually be administrated)*

- The nursery will not administer any non-prescription medication containing aspirin
- The nursery will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner
- If a child needs liquid paracetamol or similar medication during their time at nursery, such medication will be treated as prescription medication with the onus being on the parent to provide the medicine
- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or anti-histamine in particular circumstances such as an increase in the child’s temperature or a wasp or bee sting. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent
- An emergency nursery supply of fever relief (e.g. Calpol) and anti-histamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child’s parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form.
- If a child has a temperature above 38°c parents will be contacted and asked to collect their child as soon as possible. Children must remain off until they are fever-free for 24 hours without medication.
- Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child
- For any non-prescription cream for skin conditions e.g. Sudocrem, the onus is on the parent to provide the cream which should be clearly labelled with the child’s name
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

Injections, pessaries, suppositories
As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication. For children with long term medical requirements, an Individual Health Care Plan from the relevant health team will be in place to ensure that appropriate arrangements are in place to meet the child's needs.

Staff medication
All nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or feel unwell and cannot meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy.

If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability to care for children they must inform their line manager and seek medical advice. The nursery manager, person's line manager or registered provider will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in the person's locker/separate locked container in the staff room or nursery room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored securely out of reach of the children, at all times. It must not be kept in the first aid box and must be labelled with the name of the member of staff.

Storage
All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children.

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach. Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children. This must be in a designated place with the child's name clearly written in the original container.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

27: Accidents and First Aid Policy

At Small Wonders Day Nurseries Ltd the safety of all child is paramount and we have measures in place to help to protect children. However sometimes accidents do unavoidably happen.

We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen[1]; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents or incidents

When an accident or incident occurs, we ensure:

- The child is comforted and reassured first
- The extent of the injury is assessed and if necessary, a call is made for medical support or an ambulance
- First aid procedures are carried out where necessary, by a trained paediatric first aider
- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses.
- The accident or incident is recorded on an Accident/Incident Form and it is reported to the nursery manager. Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered.
- Parents are shown the Accident/Incident form and informed of any first aid treatment given. They are asked to sign it the same day, or as soon as reasonably practicable after
- The nursery manager reviews the accident/incident forms at least monthly for patterns, e.g. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns are investigated by the nursery manager and all necessary steps to reduce risks are put in place
- The nursery manager reports any serious accidents or incidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The Accident forms are kept for at least 21 years and three months
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident
- The nursery manager/registered provider will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed. . Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

1

An accident is an unfortunate event or occurrence that happens unexpectedly and unintentionally, typically resulting in an injury, for example tripping over and hurting your knee. An Incident is an event or occurrence that is related to another person, typically resulting in an injury, for example being pushed over and hurting your knee.

Location of accident files: Available in each room
Accident and incident records will be regularly reviewed to identify if there are trends or common features that could be addressed to reduce the risks of accidents and incidents in the setting. Appropriate action will be taken to address any identified concerns.

Contact Details:

Organisation	Contact
Ofsted	0300 123 1231
Local authority children's social care team	0345 606 1212
Local authority environmental health department	01245 606606
Health and Safety Executive	Citation: 0161 464 0902
RIDDOR report form	https://www.hse.gov.uk/riddor/reporting/index.htm

Head injuries
If a child receives a head injury while in the setting then we will follow this procedure:

- Comfort, calm and reassure the child
- Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedure for this if this is required (see below)
- If the skin is not broken we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child
- If the skin is broken then we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury and if they need to collect their child
- Complete the accident form
- Keep the child in a calm and quiet area whilst awaiting collection, where applicable
- We will continue to monitor the child and follow the advice on the NHS website as per all head injuries
- For major head injuries we will follow our paediatric first aid training.

Choking
When a child experiences a choking incident that requires intervention, we will:

- Record details of where and how the child choked
- Make parents aware of the incident.

Transporting children to hospital procedure
The nursery manager/staff member must:

- Call for an ambulance immediately if the injury is severe. We will not attempt to transport the injured child in our own vehicles
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital

- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

First aid

The first aid boxes are located in: each room

These are accessible at all times with appropriate content for use with children.

Each room leader is responsible for first aid checks the contents of their rooms boxes regularly and replaces items that have been used or are out of date.

The staff first aid box is kept in the office. This is kept out of reach of the children.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

The appointed person(s) responsible for first aid is: Christine Deeks

All staff are to undertake training in paediatric first aid and this training is updated every three years.

We ensure there is at least one person who holds a current full (12 hour) paediatric first aid (PFA) certificate on the premises and available at all times when children are present.

When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who is trained in first aid. A first aid box is taken on all outings, along with any medication that needs to be administered in an emergency, including inhalers etc.

Food Safety and play

Children are supervised during meal times and food is adequately cut up to reduce the risk of choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used:

- Playdough
- Cornflour
- Dried pasta, rice and pulses.

These are risk assessed and presented differently to the way it would be presented for eating e.g. in trays,

Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g. fruits and vegetables. Children will be fully supervised during these activities.
Food that could cause a choking hazard, including raw jelly is not used.

Personal protective equipment (PPE)
The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when procuring PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

Dealing with blood
We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

Needle punctures and sharps injury
We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found e.g. in the nursery grounds the local authority must be contacted to deal with its disposal.

Parents of children requiring needles as part of managing a medical condition should supply the nursery with an approved sharps box for safe disposal. Full boxes will be returned to the parents.

We treat our responsibilities and obligations in respect of health and safety as a priority and provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

This policy is updated at least annually in consultation with staff and parents and/or after a serious accident or incident.

28: Immunisation Policy

At Small Wonders Day Nurseries Ltd we expect and promote that children are vaccinated in accordance with the government's health policy and their age.

We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

We make all parents aware that some children in the nursery may not be vaccinated, due to their age, medical reasons or parental choice. Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations.

We record, or encourage parents to record, information about immunisations on children's registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

Staff vaccinations policy
It is the responsibility of all staff to ensure they keep up-to-date with their vaccinations, as recommended by the Government/NHS vaccination schedule and keep the nursery informed.

If a member of staff is unsure as to whether they are up-to-date, then we recommend that they visit their GP or practice nurse for their own good health.

Emergency information
We keep emergency information for every child and update it every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the Parent Information Board.

29: Allergies and Allergic Reactions Policy

At Small Wonders Day Nurseries Ltd we are aware that children may have or develop an allergy resulting in an allergic reaction.

We aim to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction. We ensure that:

- Children's food is prepared and provided in line with their individual needs, developmental stage and any agreed care or allergy plans
- Staff understand and consistently apply arrangements for managing allergies, food intolerances and dietary requirements.

Our procedures

- All staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth and/or tongue, swelling of the airways to the lungs, wheezing and anaphylaxis. Staff are trained in appropriate treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods.
- Before a child is admitted to the setting we obtain information about special dietary requirements, preferences, food allergies and intolerances that the child has
- We have ongoing discussions with parents and, where appropriate, health professionals to develop allergy plans for managing any known allergies and intolerances. We ask parents to inform staff of any allergies or intolerances discovered after registration
- We share all information with all staff involved in the preparing and handling of food, including at mealtimes and snack times and keep an allergy register in each room
- Where a child has a known allergy, the nursery manager will carry out a full Allergy Risk Assessment with the parent prior to the child starting the nursery and/or following notification of a known allergy and this assessment is shared with all staff. This may involve displaying photos of the children along with their known allergies in the kitchen/nursery rooms, where applicable
- All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts, gluten
- The manager, nursery cook and parents work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu
- At each mealtime and snack time we ensure staff are clear who is responsible for checking that the food being provided meets all the requirements for each child
- Seating is monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies with the children and the potential risks
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a paediatric first-aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident book and on the allergy register

- If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.

Food Information Regulations (FIR) 2014
We incorporate additional procedures in line with the Food Information Regulations (FIR) including displaying our weekly menus on the Parent Information Board.

In the event of a serious allergic reaction and a child needing transporting children to hospital, the nursery manager/staff member will:

- Call for an ambulance immediately if the allergic reaction is severe. Staff will not attempt to transport the sick child in their own vehicle
- Ensure someone contacts the parent(s) whilst waiting for the ambulance, and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times and continue to comfort and reassure the child experiencing an allergic reaction. Children who witness the incident may also be well affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the incident.
- Where a serious incident occurs and a child requires hospital treatment, Ofsted will be informed.

This policy is updated at least annually in consultation with staff and parents and/or after a serious incident.

30: Sun Care Policy

At Small Wonders Day Nurseries Ltd we are committed to ensuring that all children are fully protected from the dangers of too much sun and UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date. Sun cream containing nut-based ingredients will not be allowed in the setting.
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun (UV levels); children will not be allowed in direct sunlight between 11.00am – 3.00pm on hot days from March to October, following NHS sun safety advice. Shaded areas are provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Key persons also work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g. black and/or Asian colouring.

Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles. The main source of vitamin D is summer sunlight on our skin, while keeping your child's skin safe in the sun.

We also promote the NHS recommendation to parents that all young children should still have vitamin D drops, even if they get out in the sun.

31: Health and Safety – General Policy

At Small Wonders Day Nurseries Ltd we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children, parents and any visitors, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

Legal framework
We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS)
- The regulations of the Health & Safety at Work Act and any other relevant legislation such as Control Of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by UK Health Security Agency, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

Aims and objectives
The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- Establish and maintain safe working practices amongst staff and children
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- Maintain a healthy and safe nursery with safe entry and exit routes
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low. To maintain the maximum protection for children, staff and parents the nursery:

- Ensures all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensures that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensures that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children
- Ensures that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensures there are suitable hygienic changing facilities (see infection control policy)
- Prohibits smoking or vaping on the nursery premises
- Prohibits any contractor from working on the premises without prior discussion with the officer in charge
- Encourages children to manage risks safely and prohibits running inside the premises unless in designated areas
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensures all cleaning materials are placed out of the reach of children and kept in their original containers
- Staff should only uses cleaning products that have been purchased by the nursery and have a COSHH data sheet
- Ensures staff wear protective clothing when cooking or serving food
- Prohibits certain foods that may relate to children's allergies, e.g. nuts are not allowed in the nursery
- Follows the EU Food Information for Food Consumers Regulations (EU FICby identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children
- Follows the allergies and allergic reactions policy for children who have allergies or have a reaction at the nursery
- Ensures risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarises all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provides appropriately stocked first aid boxes and check their contents regularly
- Ensures children are supervised at all times
- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- Ensures no student or volunteer is left unsupervised at any time
- Ensures staff paediatric first aid certificates or a list of staff who hold a current PFA certificate are on display.

Responsibilities

The designated Health and Safety Officer in the nursery is Sarah Livermore.

The employer has overall and final responsibility for this policy being carried out at:
Small Wonders Day Nursery and Out of School Care
57 Hullbridge Road
South Woodham Ferrers
Essex
CM3 5NH

The nursery manager or deputy nursery manager will be responsible in her absence.

All employees have the responsibility to cooperate with senior staff and the manager to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations and duties will be regarded as a disciplinary matter (see separate policy on Disciplinary procedures).

Whenever a member of staff notices a health or safety issue or problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the senior member of staff in the area.

Daily contact, monthly staff meetings and health and safety meetings provide consultation between management and employees. These include health and safety matters.

Health and safety training
Person responsible for monitoring staff training is Christine Deeks

Health and safety is covered in all induction training for new staff.

Training table:

Area	Training required	Who
Paediatric First aid	12 hr Paediatric First Aid Training	All staff
Dealing with blood	In house training/course	All staff and students
Safeguarding/Child protection	In house training/course	All staff and students
Care of babies	In house training/course	All staff working with under two's
Risk assessment	In house training/course	All staff
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible
Food hygiene	In house training/course	Anyone involved in preparing and handling food
Allergy awareness	In house training/course	All staff and students
Manual handling	In house training/course	All staff and students
Stress awareness and management	In house training/course	All staff

Changing of nappies	In house training	All staff
Medication requiring technical or medical knowledge e.g. Epi Pen	External course	As required
SENCO	External course	SENCO
Supervision and appraisal	External course	Manager, deputy and room supervisors

At present at least one member of staff on the premises and available at times when children are present MUST hold a full paediatric first aid (PFA) certificate in the nursery and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS (2024). The 12 hour ful PFA must be a full course and delivered consistent with the criteria set out in Annex A of the EYFS (2024).

This must be renewed every three years.

In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work and ongoing in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting
At nursery, we take in to account the number of children, staff, layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

Trained first aiders are always available on the premises.

Health and safety arrangements

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella and lone working
- These are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our visits and outings policy
- All equipment, rooms and outdoor areas are checked thoroughly by staff before children access them or the area. These checks are recorded and initialled by the staff responsible. Unsafe areas are made safe where possible or the area is not used to promote the safety of children. In these cases the manager will be notified immediately
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water
- We adhere to the Control Of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises
- We identify and assess any water sources at risk of legionella, and manage these risks including avoiding stagnant water
- All staff and students receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for particular activities and resources for children

- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure, which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is shared with all staff, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns or hazardous areas
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents receive these updates, as with all policy changes, as and when they happen
- We welcome feedback from staff and parents. They are able to contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery.

32: Overall Approach to Risk Assessment Policy

At Small Wonders Day Nurseries Ltd we take all reasonable steps to ensure staff and children in our care are not exposed to risks. We promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

Risk assessments
Risk assessments document the hazards or aspects of the environment that needs to be checked on a regular basis. These include who could be harmed, existing controls, the seriousness of the risk or possible injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how this will be monitored and checked and by whom.

The nursery carries out written risk assessments regularly (at least annually). These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced or new activity or experience is planned; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks.

All outings away from the nursery are individually risk assessed and adequately staffed with paediatric first aid trained practitioners. For more details please refer to the visits and outings policy.

33: Fire Safety Policy

At Small Wonders Day Nurseries Ltd we take reasonable steps to ensure the safety of children, staff and others on the nursery premises in the case of a fire or other emergency through our fire safety policy and emergency evacuation procedures.

The manager/designated fire marshal is Christine Deeks.

We ensure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. The manager/designated fire marshal ensures we have all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in working order and seeks advice from the local fire safety officer as necessary.

They also have overall responsibility for the fire drill and emergency evacuation procedures. These are carried out regularly and recorded for each group of children. These drills are planned to occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

All staff receive fire safety and evacuation training (including as part of induction) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated. Each room has a specific evacuation plan, which includes information such as evacuating non-mobile babies and using alternative exits depending on where the fire may be situated.

The manager/designated fire marshal checks fire detection and control equipment and fire exits in line with the timescales within the checklist below.

Fire checklist

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)	Early Shift	Daily	Front door, Happy and Laughter
Fire extinguishers and blankets	Baron Fire	Annually	Rayleigh 01268 786099
Emergency Lighting	Manager	Monthly	Landing in main building, Freeflow garden, entry hallway ASC
Evacuation pack	Manager	Weekly	Hall, by front door
Smoke/heat detectors	Early Shift	Weekly	Smiles, Happy, Laughter, Kitchen, Office & ASC

Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside	Early Shift	Daily	Smiles, Laughter, Office, Kitchen

A deputy fire marshal is appointed to over this role when the fire marshal is absent.

Registration
An accurate record of all staff and children present in the building must be kept at all times with children and staff marked in and out on arrival and departure. An accurate record of visitors is kept in the visitor's book. These records are taken out along with the register and emergency contacts list in the event of a fire.

No smoking/vaping policy
The nursery operates a strict no smoking/vaping policy – please see this separate policy for details.

Fire drill procedure
On discovering a fire:

- Calmly raise the alarm by pressing the fire alarm in the room or ringing the bell
- Immediately evacuate the building under guidance from the manager on duty
- Using the nearest accessible exit lead the children out, assemble at Cedars flat's car park.
- Close all doors and windows behind you wherever possible
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service and/or police.

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the manager of your location and the identity of the children and other adults with you.

The manager/fire marshal/team leader is to:

- Pick up the staff register, mobile phone, keys, visitor book and fire bag/evacuation pack (containing emergency contacts list, nappies, wipes and blankets)
- Telephone emergency services: dial 999 and ask for the fire service
- In the fire assembly point area – Cedars flat's car park check the children against the register
- Account for all adults: staff and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for.

This policy is updated at least annually in consultation with staff and parents and/or after a fire evacuation practice and/or fire.

34: Safety Checks

At Small Wonders Day Nurseries Ltd we take reasonable steps to ensure the safety of children, staff and others on the premises including carrying out safety checks on a regular basis in accordance with the timescales set out in the nursery checklists table at the end of this policy

These include daily safety checks of the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas. The checks are recorded and show any issues and solutions.

(This policy should be read in conjunction with health and safety – general policy, the fire safety policy, overall approach to risk assessment policy, visits and outings policy and the equipment and resources policy).

All staff are trained in health and safety to raise awareness. Staff know how to recognise potential hazards including near misses in the nursery environment and monitor safety at all times.

Risk assessments (refer to the Overall Approach to Risk Assessment policy)
Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk or potential injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked and by whom.

The nursery carries out written risk assessments at least annually. These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced or new activities or experience planned; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks.

All outings away from the nursery are individually risk assessed. For more details refer to the visits and outings policy.

Electrical equipment

Who checks	How often	Location/Tel. no.
Essexio Ltd.	Annually	01245 526906

- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level
- We take a risk-based approach, considering the type of equipment and what it is being used for to make a decision whether to have certain electrical items.
- Electrical sockets are all risk assessed and any appropriate safety measures are in place to ensure the safety of the children.

Mains information
Locations of:

- Water stop tap: under the sink in the kitchen
- Gas point: In the main entrance hall
- Fuse box: In the office and Smiles baby room
- Main electricity box: In the office

Dangerous substances
All dangerous substances including chemicals are kept in locked areas out of children's reach. All substances are kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments are kept for all substances and the appropriate personal protection taken and used e.g. gloves, apron and goggles.

Hot drinks and food
Hot drinks must only be consumed in the staff room. No bottled/canned drinks, sweets or crisps are to be kept or consumed in the nursery rooms or outside.

Transport and outings
The nursery has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures including the arrangements for transporting and the supervision of children when away from the nursery.

Room temperatures

- Staff should be aware of room temperatures in the nursery, ensure that they are suitable at all times and recorded on the appropriate sheet. There is a thermometer in each room to ensure this is monitored
- Staff must always be aware of the dangers of babies and young children being too warm or too cold
- Temperatures should not fall below 18°C in the baby rooms and 16°C in all other areas
- Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

Water supplies

- A fresh water drinking supply is available and accessible to all children, staff and visitors
- All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

Gas appliances

- All gas appliances are checked annually by a registered Gas Safety Register engineer
- Carbon monoxide detectors are fitted.

35: Manual Handling Policy

At Small Wonders Day Nurseries Ltd we recognise that there are times when staff need to carry out manual handling especially in relation to lifting babies and young children. Staff must all be aware and adhere to the nursery's manual handling policy to prevent/minimise any injuries can result from poor manual handling. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

We know that lifting and carrying babies and young children is different to carrying static loads and therefore our manual handling training reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

Preventing injuries
As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be at particular risk of injury. Complete risk assessments as required
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Ensure lighting is adequate

- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

Carrying children

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the baby/child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the baby/child a long distance
- Where a baby is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a baby or child - make two journeys or ask a colleague to assist you and only carry one child at a time
- If a baby/child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the baby/child before continuing
- Students and pregnant staff members will not carry babies/children.

Position for lifting

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

Lifting

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

Moving a baby/child or load

- Move the feet, keeping the baby/child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the baby/child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the baby/child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the baby/child or load is rested on a stable base and in the case of the baby/child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

The environment

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

The individual

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and age/stage appropriate encourage children to use steps up to the changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process
- Use cots with a drop down side and avoid bending to lift babies from their cot.

36: Healthy Workplace Policy

At Small Wonders Day Nurseries Ltd we are committed to providing a workplace which supports and encourages a healthy staff team through staff training, health and safety awareness and supervisions.

Dress code
Staff must follow our dress code at all times. The dress code is shared with staff in their induction.

Staff breaks
It is the responsibility of the nursery manager to ensure that all staff working six hours or more take a break of 20 minutes, 30 minutes or 60 minutes dependant on hours worked and ensuring that staff: child ratios are maintained.

Staff under 18 require a break of 30 minutes in circumstances where they work 4.5 hours a day. All breaks are taken away from an employee's normal work area (where possible).

Personal hygiene
Staff must follow the personal hygiene code at all times and encourage children to adopt the same good personal hygiene code themselves.

All hands must be washed before handling food, after using the toilet or toileting children, after playing outside, wiping noses, messy play activities and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed.

Cleaning
The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. The nursery is cleaned daily and regular checks are made to the bathrooms. These are cleaned at least daily (more if necessary i.e. at lunch time). The nappy changing facility and potties are cleaned and disinfected after every use. Any mess caused throughout the day is cleaned up as necessary to ensure that a hygienic environment is provided for staff and the children in our care.

Kitchen
Staff are made aware of the basic food hygiene standards through appropriate training and this is updated every three years. In addition, we ensure:

- Fridges are cleaned out weekly
- Microwaves are cleaned after every use
- Toasters are cleaned after every use
- The oven is cleaned out regularly and details recorded
- Freezers are cleaned out every three months and details recorded
- Plates/utensils etc. are rinsed before putting in the dishwasher and the dishwasher is cleaned out regularly and details recorded
- All cupboards are cleaned out monthly
- Fridge and freezer temperatures are recorded first thing in the morning by the cook and last thing at night

- All food is covered at all times in and out of the fridge and dated to show when each product was opened and then used in date order
- Care is taken to ensure that food is correctly stored in fridges
- When re-heating food, the temperature is over 75°C, food is checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises is checked with the probe thermometer before serving
- Food served but not used immediately is appropriately covered and placed in the fridge or freezer within 60 minutes. If this is not followed, food is discarded immediately
- All opened packets are dated when opened and placed in an airtight container e.g. baby food, raisins, cereal etc.
- Blended food is placed in suitable airtight containers, named and dated
- Surfaces are cleaned with anti-bacterial spray
- Only appropriate coloured kitchen cloths are used (please follow the chart on the wall). These are washed daily in the dishwasher on a hot wash
- All plugs are pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of the fridge and freezer)
- Children do NOT enter the kitchen
- Doors to the kitchen are kept closed
- Kitchen bins are emptied when full and at the end of each day

Laundry

- Washing machines drawers etc. are cleaned regularly
- Tumble dryer lint filters are cleared after every use
- Staff follow HSE guidance on the safe use of tumble dryers including using the 'cool down' cycle is adequate to reduce the temperature of the items and not removing them from the dryer or piled/stacked while hot but as soon as the drying/cooling cycle is complete and only using it for items that appropriate (as per washing label)

Baby room

- Bottles of formula milk are only be made up as and when the child needs them. These are cooled to body temperature (37°C) to ensure they are an appropriate temperature for the baby/child to drink safely
- Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water and reheat
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not to be washed in the dishwasher)
- Content of bottles are disposed of after two hours
- An area is made available for mothers who wish to breastfeed their babies or who wish to express milk
- Labelled mother’s breast milk is stored in the fridge
- If dummies are used they are cleaned and sterilised.
- All dummies are stored separately to ensure no cross-contamination occurs
- Sterilisers are washed out daily.

Nursery

- Staff are trained to be aware of general hygiene in the nursery and ensure that high standards are kept at all times
- Regular toy washing rotas are established in all rooms and items recorded. Toys are washed with sanitising fluid
- Floors are cleaned during the day when necessary. Vacuum cleaner bags (where used) are changed frequently
- Staff are requested to use the appropriate coloured mop for the task or area (see chart on wall) and mop heads are washed in a separate wash at least weekly
- Face cloths are washed on a hot wash after every use and not shared between children
- Chairs are cleaned thoroughly after every use. Straps and reins must be washed weekly or as required
- Every child has its own cot sheet which is washed at the end of every week or whenever necessary
- All surfaces are kept clean and clutter free
- Children are always reminded to wash their hands after using the bathroom and before meals. Staff always encourage good hygiene standards, for example, not eating food that has fallen on the floor
- Staff are positive role models and talk to the children about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

Staff rooms

- It is the responsibility of every member of staff to ensure that their staff room is kept clean and tidy
- All implements used for lunch or break are washed and tidied away.

37: Animal Health and Safety Policy

At Small Wonders Day Nurseries Ltd we recognise the value animals and pets can bring to the emotional needs of children and adults. Caring for animals and pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

We do not permit dogs on the premises, unless they are assistance dogs (guide dogs, hearing dogs, etc.) or those attending to support educational purposes such as therapy or working dogs, which attend with prior notice and with suitable risk assessments in place.

Under no circumstances are banned dog breeds (as described in section 1 of the Dangerous Dogs Act 1991[2]) permitted on the premises.

Pets from home

- If a child brings a pet from home to visit the nursery as a planned activity, parents of all children who will be in contact or in the same area as the pet are informed. We obtain written permission from parents to ensure no child has an allergy or phobia. We complete a full, documented risk assessment prior to the pet visiting and analyse any risks before this type of activity is authorised.
- Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths during the activity. The staff will explain the importance of this to the children
- Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Visits to farms

- A site visit is made by a senior member of staff before an outing to a farm can be arranged. We check that the farm is well-managed, that the grounds and public areas are as clean as possible and that suitable first aid arrangements are in place. Animals should be prohibited from any outdoor picnic areas
- We check that the farm has suitable hand washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area
- We ensure that there is an adequate number of adults to supervise the children, taking into account the needs of the children
- We explain to the children that they will not be allowed to eat or drink anything, or place their hands in their mouths, while touring the farm because of the risk of infection and explain why
- We ensure suitable precautions are in place where appropriate e.g. in restricted areas such as near slurry pits or where animals are isolated.

During the visit

- If children are in contact with, or feeding animals, we will warn them not to place their faces against the animals or put their hands in their own mouths afterwards, and explain why

---

[2] https://www.gov.uk/control-dog-public/banned-dogs

- We will encourage children to leave comforters (e.g. soft toys and blankets) and dummies either at nursery, in the transport used or in a bag carried by a member of staff to ensure cross-contamination is limited
- After contact with animals and particularly before eating and drinking, we will ensure all children, staff and volunteers wash and dry their hands thoroughly. If young children are in the group, hand washing will be supervised. We will always explain why the children need to do this
- Meals, breaks or snacks will be taken well away from the areas where animals are kept and children will be warned not to eat anything which has fallen on the ground. Any crops produced on the farm will be thoroughly washed in portable water before consumption
- We will ensure children do not consume unpasteurised produce, e.g. milk or cheese
- Manure or slurry presents a particular risk of infection and children will be warned against touching it. If they do touch it, we will ensure that they thoroughly wash and dry their hands immediately
- We will ensure all children, staff and volunteers wash their hands thoroughly before departure
- We will ensure footwear and clothing is as free as possible from faecal materials.

38: Environmental Sustainability Policy

At Small Wonders Day Nurseries Ltd we wish to support children to learn about sustainable practices and foster, respect and care for the living and non-living environments, in line with the DfE Sustainability and climate change strategy[3].

We provide opportunities for children to develop a broad knowledge and understanding of the importance of nature, sustainability, and the causes and impact of climate change through their learned and lived experiences. Children are able to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching adult's role model positive sustainable actions and solutions.

We promote a holistic, open ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- helping children to spend time in nature and explore it through art and play
- supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- supporting the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting, preparing and tasting food we grow
- helping children to learn about water conservation, energy efficiency and waste reduction through play based activities and adult interactions
- going on nature walks and learning about plants they see in the local area
- encouraging parents and children to regularly walk to nursery to raise the awareness of caring for the planet
- Encouraging children to become actively involved in the improvement of their local environment, such as by developing a recycling area and encouraging children to share a recycling ethos in the home environment.

As a nursery we will embed sustainability into all aspects of the operations including:

- recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- considering our carbon footprint when purchasing materials
- shopping local where possible
- turning off equipment and lights when not in use
- using energy saving light bulbs
- not leaving any equipment on standby
- unplugging all equipment at the end of its use/the day
- using energy saving wash cycles on the washing machine
- hanging washing out to dry and or using clothes horses rather than tumble dryers where possible
- incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- recycling water from the water play to water plants outside

---

[3] https://bit.ly/sustainability-and-climate-change-strategy

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

In order to encourage children not to waste food or to play with food at mealtimes, we discourage the use of food as a play material; instead we encourage activities which involve preparing and tasting different types of food.

This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment.

39: Visits and Outings Policy

At Small Wonders Day Nurseries Ltd we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

Procedures
Visits and outings are carefully planned using the following procedures along with any local/national guidelines, whatever the length or destination of the visit:

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children
- Written permission will always be obtained from parents before taking children out
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current full paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- We designate one member of staff to be the outing leader, this may be the most senior member of staff attending and it will be their role to take the lead in the event of any emergencies/incidents **(see Lost Child Procedure from Outings Policy)**
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required
- A completed trip register will be taken on all outings
- Regular headcounts will be carried out throughout the outing.
- All staff will be easily recognisable by other members of the group; they will wear the nursery uniform
- A fully charged mobile phone will be taken as a means of emergency contact
- In the event of an accident, staff will assess the situation. If required, the group will return to nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery.

Risk assessment/outings plan
The full risk assessment and outing plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place
- The estimated time of departure
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip
- Staff emergency contact numbers
- Method of transportation and travel arrangements (including the route)
- Emergency procedures
- The name of the designated first aider and the first aid provision
- The name of the designated safeguarding lead for the outing

Use of vehicles for outings

- All staff members shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery
- The arrangements for transporting children will always be carefully planned and where necessary additional staff will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned
- All vehicles used in transporting children are properly licensed, inspected and maintained
- Regular checks are made to the nursery vehicle e.g. tyres, lights etc. and a logbook of maintenance, repairs and services is maintained
- The nursery vehicle is to be kept in proper working order, is fully insured for business use and is protected by comprehensive breakdown cover
- Drivers of vehicles are adequately insured and due diligence checks are carried out to ensure they are suitable and reputable
- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts
- When children are being transported, we maintain ratios.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used
- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered member of staff
- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle
- The vehicle will be equipped with an emergency kit

Missing children

In the event of a child going missing, the Missing Child From Outings Policy will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

In the event of an emergency (including a terrorist attack)

In the event of an emergency whilst out on a visit, we encourage staff to find a safe haven and remain there until the danger passes. If necessary the Police will be contacted if it is safe to do so. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead. This could cover other issues such as extreme weather, emergency (such as an ill or injured child) etc.

We will contact all parents of the children on the visit to confirm arrangements as soon as it is safe to do so.

Ofsted will be contacted and informed of any incidents.

Further information can be found at https://www.counterterrorism.police.uk/safetyadvice/

40: School Collection Policy

As part of our out of school service we offer a school collection service. In order to keep children safe and secure during this transition we will abide by the following procedures:

- A full risk assessment is always be carried out by a senior member of staff to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards
- The risk assessment is based on the usual route and an alternative route in case the usual route is inaccessible
- Written permission is obtained from parents for the school collection
- The school has a full list of children who are attending the out of school facility together with the staff from the nursery who will be collecting them
- All staff have photo identification to enable the school to release the children to the correct adults
- The staff have a register which is completed once the children have returned to the setting
- Children are paired up to walk back to the setting
- Head counts take place periodically during the walk back to the setting, the frequency is decided in the risk assessment
- We provide appropriate staffing levels for school pickups dependent on an assessment of the safety and the individual needs of the children
- Emergency contact numbers will be taken on school pick-ups
- All staff will be easily recognisable by other members of the group wearing the nursery uniform
- At least one member of staff will hold a valid and current full paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- A fully charged mobile phone will be taken as a means of emergency contact
- In the event of an accident, staff will assess the situation. In the event of a serious accident an ambulance will be called to the scene, and parents will be contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery
- The safeguarding policy will be followed at all times including the procedure to follow in the case of a disclosure during the journey to the setting.
- Risk assessments are carried out for all school drop off and collections

Use of vehicles for school pick ups

- The arrangements for transporting children is always carefully planned and where necessary additional people will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned
- All vehicles used in transporting children are properly licensed, inspected and maintained
- Regular checks are made to the nursery vehicle e.g. tyres, lights etc. and a logbook of maintenance, repairs and services is maintained
- The nursery vehicle is kept in proper working order, fully insured for business use and protected by comprehensive breakdown cover
- Drivers of vehicles are adequately insured and due diligence checks are carried out to ensure they are suitable and reputable
- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle.
- The vehicle is fitted with 3-point seat belts

- Seat belts and child seats are used where required
- The maximum seating is not be exceeded
- When children are being transported, we maintain ratios at all times
- No child is left in a vehicle unattended
- Extra care is taken when getting into or out of a vehicle
- The vehicle is equipped with an emergency kit

Missing Child
In the event of a child going missing, the Missing Child from Outings Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

If a child runs off or leaves the main group for any reason a staff member will only follow if the safety of the other children in the group is not compromised. If the staff are unable to follow or catch up with the child then the police will be called immediately, followed by the child's emergency contacts. The main nursery will be contacted following this and asked to assist where possible.

The safety of all children is paramount at all times.

Ofsted will be contacted and informed of any incidents.

41: Missing Child from Nursery Procedure

At Small Wonders Day Nurseries Ltd we take all reasonable steps to ensure the safety of children on the premises, we only release children into the care of individuals who have been notified us by the parent and have safety systems in place to ensure that children do not leave the premises unsupervised.

In the unlikely event of a child going missing within/from the nursery, we have the following procedure which will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The nursery manager will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children so they remain supervised, calm and supported throughout
- The manager will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The manager will meet the police and parents
- The manager will then await instructions from the police
- In the unlikely event that the child is not found the nursery will follow the local authority and police procedure
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- Ofsted will be contacted and informed of the incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced

42: Missing Child from Outings Procedure

At Small Wonders Day Nurseries Ltd we take all reasonable steps to ensure children are kept safe while on outings. We assess the risks or hazards that may arise for children and identify steps to remove, minimise and manage those risks and hazards. This includes the consideration of adult to child ratios and carrying out regular head counts of children throughout any outing or visit.

In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- All staff are aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The designated person in charge or most senior member of staff is informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout
- The designated person in charge or most senior member of staff will immediately inform the police
- The designated person in charge or most senior member of staff will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge
- During this period, some staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or most senior member of staff responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

43: No Smoking/Vaping Policy

At Small Wonders Day Nurseries Ltd we are committed to promoting children's health and well-being. This is of the upmost importance for the nursery.

Smoking and the use of e-cigarettes has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking/vaping policy within its buildings and grounds. It is illegal to smoke/vape in enclosed places.

All persons must abstain from smoking/vaping while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises.

Staff accompanying children outside the nursery, are not permitted to smoke/vape. We also request that any parents accompanying nursery children on outings refrain from smoking/vaping while caring for the children. Smoking/vaping is prohibited while in a vehicle with children under the age of 18.

Staff must not smoke/vape while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. Where staff choose to smoke/vape during breaks, they are asked to smoke/vape away from the main entrance and nursery premises. They should have a change of clothes and wash their hands before going back to the children. Staff should wait for 30 minutes after smoking before holding babies or children, even with a change of clothes.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow UK Health Security Agency advice and aim to help staff and parents to stop smoking/vaping by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - https://www.nhs.uk/better-health/quit-smoking/
- Offering information regarding products that are available to help stop smoking

44: Alcohol and Substance Misuse Policy

At Small Wonders Day Nurseries Ltd we are committed to taking all necessary steps to keep children safe and well. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for them.

This policy is in line with the Health and Safety at Work Act and The Misuse of Drugs Act. This should be read in conjunction with the Safeguarding Children and Child Protection Policy, Staff Disciplinary Procedure and Suitability of Staff Policy.

Alcohol
Under the Health and Safety at Work Act, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. Staff can still be under the influence of alcohol the following day and staff should be aware of this, ensuring this is not the case when starting work.

If they are a parent the nursery manager and/or designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children and child protection procedure. If anyone arrives at the nursery in control of a car under the influence of alcohol the police will be contacted.

Staff, students, parents, carers, visitors, contractors etc. must not bring alcohol on to the nursery premises.

Substance misuse
Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately.

If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow.

If they are a parent the nursery manager and/or designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure.

The nursery manager will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are a member of staff serious disciplinary procedures will be followed.

If a member of staff is taking medication that may affect their ability to care for children, they must seek medical advice and inform the nursery manager as soon as possible to arrange for a risk

assessment to take place. This will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after the children properly.

Any medication on the premises is stored securely, and out of reach of children, at all times.

If the nursery suspects a member of staff may have a drug or alcohol problem, but there is no evidence

If the nursery suspects there may be an issue with drugs or alcohol (such as from observations, including poor performance, changes in behaviour and/or sickness; and/or staff feedback but there is no evidence that it is happening during working hours or that they are arriving at work under the influence of drugs or alcohol a meeting will be held with the member of staff and manager to investigate the health concerns.

Support and referral to appropriate services may be offered to the staff member, if this is considered appropriate.

Confidentiality will be maintained at all times.

The staff member will be reminded that the Disciplinary procedures that will apply if they attend work under the influence of drugs or alcohol.

Safeguarding Children and child protection
If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk, we will follow our Safeguarding children and child protection procedures, contacting the local authority children's social care team and the police.

Staff will do their utmost to prevent a child from travelling in a vehicle driven by a parent suspected of being over the alcohol limit or under the influence of illegal drugs. If necessary the police will be called.

Where an illegal act is suspected to have taken place, the police will be called.

45: Critical Incident Policy

At Small Wonders Day Nurseries Ltd we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Drone use over property
- Abduction or threatened abduction of a child
- Bomb threat or terrorism attack
- National outbreaks of infection or health pandemics
- Any other incident that may affect the care of the children in the nursery.

If any of these incidents impact on the ability of the nursery to operate, we will contact parents via phone or email at the earliest opportunity, e.g. before the start of the nursery day.

Flood
There is always a danger of flooding from adverse weather conditions or through the water and central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the nursery manager will make a decision based on the severity and location of this flooding, and it may be deemed necessary to follow the same procedure as the fire evacuation procedure. In this instance children will be kept safe and parents will be notified in the same way as the fire procedure (see Fire Safety Policy).

Should the nursery be assessed as unsafe through flooding, fire or any other incident we will follow our nursery operational plan and provide care in another location where possible.

Fire
Please refer to the fire safety policy.

Burglary
The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises.

The most senior member of staff on site will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

- In an emergency dial 999 or non-emergency dial 101 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon
- Contain the area to ensure no-one enters until the police arrive.
- Where it is safe to do so, the staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice. This may include

temporary short term closure and/or following the relocation procedure under the flood section wherever necessary to ensure the safety of the children
- The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.
- A manager will be available at all times during this time to speak to parents, reassure children and direct enquires
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery
- Arrangements will be made to ensure the nursery is made safe and secure again.

Drone use over property
Should a drone be deployed over the nursery premises without the prior agreement of the owner/manager, action will be taken to safeguard the children:

- If the children are inside the building, they will remain inside until the drone is no longer in use
- If the children are outside the building, in the nursery grounds, the children will be brought inside the building and remain inside until the drone is no longer in use.

If there is the possibility that children have been filmed while outside the building, this will be reported to the Police (on 101) due to a potential privacy breach. Ofsted must also be notified of this as a significant event.

Abduction or threatened abduction of a child
We have secure safety procedures in place to ensure children are safe while in our care, including taking reasonable steps to ensure that children do not leave the premises unsupervised and to prevent unauthorised persons entering the premises and at risk of abduction. Staff are vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. We also have visual reminders about closing the door behind them to prevent tailgating (another person accessing entry behind them). Visitors and general security are covered in more detail in the supervision of visitor's policy.

Children will only be released into the care of a designated adult; see the arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody proceedings or family concerns as soon as they arise so the nursery is able to support the child. The nursery will not take sides in relation to any custody arrangements and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access **unless** a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery we have the following procedures which are followed immediately:

- The staff member will notify management immediately and the manager will take control, dialling 999 and requesting the police, instructions from the emergency response team will be followed
- The parent(s) will be contacted

- All other children will be kept safe and secure, reassured and calmed where necessary
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may have impacted on this abduction.
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was abducted, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of the incident
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

Bomb threat/terrorism attack
If a bomb or terrorist attack threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm and contacting emergency services as soon as the phone call has ended. The management will follow the fire evacuation procedure and guidance from the emergency services to ensure the safety of all on the premises. The person who took the call will provide as much detail to the emergency services as possible. Ofsted will be notified. With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

Any other significant incidents
All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene, where applicable. The fire evacuation procedure will be followed for any other incident that requires an emergency evacuation. Other incidents e.g. no water supply, will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the nursery.

If there is an incident outside of the nursery building and it is safer to stay inside the building we will follow the lockdown policy. Emergency services advice would be taken.

National outbreaks of infection/Health Pandemics
In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice and advice from our insurance provider.

The setting will remain open as long as we have sufficient staff to care for the children. Depending on the nature of the pandemic we will follow all advice and implement measures to ensure that risks to vulnerable children and staff are minimised. This may include excluding infected children/staff/parents or family members from the setting for a set period of time, to prevent the spread of infection. This decision will be done in consultation with parents, staff, legal advice and our insurance provider. Each case will be reviewed on an individual basis.

The nursery manager will notify Ofsted in the event of a critical incident.

46: Emergency Lock Down Policy

We take all reasonable steps to ensure the safety of children, staff and others on the premises, communicating policies clearly to staff on induction and through training. Parents are informed about the procedures through the prospectus, website and reminders through newsletters.

In the event of an emergency requiring a full lock down we will follow the lock down procedure:

Emergency lock down procedure
We will use the lock down procedure when the safety of the children, staff and others on the premises are at risk and we are better placed inside the current building, with doors and windows locked and blinds/curtains drawn.

We will activate this emergency procedure in response to a number of situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving.

In this case the staff will be notified by the following action:

Whistle Blown
All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and lock doors wherever safe to do so.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room so they are not placed at risk or are able to see any situation developing outside.

Internal communications will be kept to a minimum. Communication between rooms will be through internal telephones.

The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up-to-date with the current situation. The manager or acting manager will manage the situation dependent upon the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.

Once the all-clear has been given externally, the manager will issue the all-clear internally. After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one-to-one time with their key person to talk about these.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully and the procedure went as planned. Ofsted will be informed.

Regular drills will be held to practice exercising the lock down procedures, using non-alarming scenarios.

47: Managing Extreme Weather Policy

At Small Wonders Day Nurseries Ltd we have an extreme weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these impact on the ability of the nursery to open or operate, we will contact parents via phone/email.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood
In the case of a flood, we will follow our Critical incident policy to enable all children and staff to be safe and plan for continuity of care.

Snow or other severe weather
If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the manager will decide whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all options have been explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Heat wave
We are committed to ensuring that all children are fully protected from the dangers of too much sun and UV rays as severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun and find the right balance to protect children from sunburn by following the NHS guidance. The benefits are discussed with parents and their wishes followed with regard to clothing, hats and sun cream.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design to provide additional protection i.e. with an extended back and side to shield children's neck and ears from the sun
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date. Sun cream containing nut-based ingredients will not be allowed in the setting

- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun (UV levels); children will not be allowed in direct sunlight between 11.00am – 3.00pm on hot days from March to October, following NHS sun safety advice
- Shaded areas are provided to ensure children are able to go out in hot weather, cool down or escape the sun should they wish to or need to
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Key persons also work with the parents of their key children to decide and agree on suitable precautions to protect children from sunburn, taking into account individual skin types and tolerance to sun exposure. This includes children with sensitive skin and those with darker skin tones, who may still be at risk of sun damage.

Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles. The main source of vitamin D is summer sunlight on our skin, while keeping your child's skin safe in the sun.

We also promote the NHS recommendation to parents that all young children should still have vitamin D drops, even if they get out in the sun.

48: Supervision of Children Policy

At Small Wonders Day Nurseries Ltd we have suitable staffing arrangements to meet the needs of all children and ensure their safety. The nursery manager is responsible for all staff, students and relief staff receiving information on health and safety policies and procedures in the nursery in order to ensure they are adequately supervising the children, including whilst they are eating.

Supervision of children

We ensure that children are supervised adequately at all times, whether children are in or out of the building, including eating through:

- Appropriately deploying staff members meeting the ratio and qualification requirements to ensure children' needs are met and continuing to monitor this across the setting regularly.
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff
- Completing registers as soon children enter and leave the premises and carrying out head counts throughout the day
- Risk assessing activities/experiences and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards and fully supervising any activities that may pose this risk
- Ensuring children are fully supervised at all times when involved in all types of water play as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs
- Support children to identify, minimise and manage risks in their play
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
- Supervising children at all times when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle.
- Supervising sleeping babies/children
- Never leaving babies/children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Visits and Outings policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle and a member of staff MUST supervise the children at all times.

49: Supervision of Visitors Policy

At Small Wonders Day Nurseries Ltd we take all reasonable steps to ensure the safety of children in our care. This includes making sure any visitors to the nursery are properly identified and supervised at all times.

All visitors must sign the visitors' book on arrival and departure.

Visitors may include prospective parent/carers, other professionals e.g. local authority workers, Ofsted inspectors, people in the community that may come to talk to the children e.g. librarians, contractors to complete work, deliveries etc.

Where applicable, we ask visitors to book in advance, so arrangements can be made to accompany them. Identity is checked of any visitors attending in a professional capacity e.g. Ofsted inspectors, speech and language therapists.

All visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches..

A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

Security

- Staff must check the identity of any visitors before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitors' Book and accompanied by a member of staff at all times while in the building
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to leave the nursery unattended
- Staff, parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery
- The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

50: Personnel Policy

Our personnel policy refers to our rules of conduct to support the relationship with employees in the attainment of the nursery objectives.

At Small Wonders Day Nurseries Ltd we aim to have a high quality staff team that act at all times in the best interests of children's safety and welfare. To achieve this we have a range of policies to support the recruitment, development and retention of staff.

The nursery's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development
- The statutory requirements of the Early Years Foundation Stage
- The individual needs of the children, including maintaining continuity of care
- Compatibility between all members of staff and the building of a good team spirit
- Building engagement with staff and a productive workforce
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential
- Equal pay for work of equal value
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure:

- The provision of a person specification and job description for every member of staff prior to an interview
- All interviews follow our recruitment procedures to ensure safe and fair and non-discriminatory recruitment occurs
- The provision of a statement of terms and conditions and contract for every member of staff in employment (contract to be received by new employee on the first day of employment)
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on an enhanced Disclosure and Barring Service (DBS) clearance and satisfactory references) with the induction procedure and any details of other information relevant for their first day of work
- New members of staff will be provided with copies of all the policies and procedures and we will ensure their understanding and adherence to these over an induction period. They will receive induction training including information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues
- All staff receive effective supervision including support, coaching and training to promote the best interests of children. Staff are also provided with ongoing training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves
- We promote staff well-being (see Well-being for Staff Policy) and foster team working through regular meetings and team events/outings
- Discrimination or harassment of any member of staff relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third party harassment by those not employed by the nursery.

This policy is reviewed at least annually in consultation with staff.

51: Recruitment, Selection and Suitability of Staff Policy

At Small Wonders Day Nurseries Ltd we are vigilant in our recruitment procedures aiming to ensure that all people looking after children are suitable to fulfil the requirements of their role. We are committed to ensuring that all staff, including students, volunteers and any agency or supply staff are suitable to fulfil the requirements of their role in order to work with, or be in regular contact with, children..

We have effective systems in place to ensure that practitioners and any other person who may have regular contact with children are suitable, as part of the recruitment process as well as monitoring continued suitability, as part of regular staff and/or student supervision.

Every time we recruit a new member of staff to join our team, we follow these procedures:

Legal requirements

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations including our legal responsibilities under the Equality Act.
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the child protection/safeguarding policy for further information.

Advertising

- We use reputable newspapers, websites, job sites, social media sites and local job centre to advertise for any vacancies
- Being a Trauma Perceptive Nursery is made explicit within statement on any advert
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

Interview stage

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not
- All shortlisted candidates receive a job description, a person specification, an equal opportunities monitoring form and a request for identification prior to the interview
- The manager decides the most appropriate people for the interview panel. There will be at least two people involved are both are involved in the overall decision making
- At the start of each interview all candidates' identities are checked using, for example, their passport and/or photo card driving licence. All employees must be eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history.
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their

understanding of the legal frameworks applied to childcare and used in the nursery. The questions are value based and will ensure the candidate has the same values as the nursery with regards to the safety and welfare of the children in their care and are able to demonstrate empathy, non-judgemental attitudes and behaviour understanding

- Candidates will be given a score for their answers including a score for their individual experience and qualifications
- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, staff and where appropriate parents
- In addition, the manager will carry out an on-line search for every short-listed candidate. This may help identify any incidents or issues publicly available online, which may be explored with the applicant at interview.
- The manager and deputy will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years framework as well as the needs of the nursery
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

Starting work

- The successful candidate will be offered the position subject to at least two references from current and previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences and will meet the requirements for references as set out in the EYFS under 'Suitable people'. We will obtain at least one written reference for any member of staff, student or volunteer before they are recruited. Other references may be verbal initially and then followed up with a written reference which will form part of their personnel file
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files where applicable
- Prior to employment but after the job has been offered, a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability, although these considerations will include ensuring that the nursery complies with the requirement to make reasonable adjustments for disabled employees. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the Absence management procedure for more details about how the nursery manages health problems including access to medical records.
- All new starters and volunteers, will be subject to an enhanced Disclosure and Barring Service (DBS) check prior to starting work/volunteering in the setting
- Volunteers not in regulated activity (those who occasionally volunteer for three days or less in a 30 day period – excluding overnight or personal care) will be fully supervised at all times
- An additional criminal records check should also be made for anyone who has lived or worked abroad (including further checks if the individual has lived in more than one country)
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and

details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken

- There may be occasions when a DBS check is not clear but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion taking into account the following:
    - seriousness of the offence or other information
    - accuracy of the person's self-disclosure on the application form
    - nature of the appointment including levels of supervision
    - age of the individual at the time of the offence or other information
    - the length of time that has elapsed since the offence or other information
    - relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so
- New staff members will have a probationary period for the first 3 months of work during which suitability for the position to which they have been appointed will be assessed. The nursery reserves the right to extend the probationary period if necessary. During the probationary period there will be regular interim reviews, structured monitoring and benchmarks, early intervention on issues and clear setting of expectations at the outset and when identifying areas for improvement along the way
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a 'mentor/ buddy' who will introduce them to the way in which the nursery operates
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children and Child Protection policy, emergency evacuation and lock down procedures, inclusion and equality policy and health and safety issues
- New staff members will have a probationary period for the first 3 months of work during which suitability for the position to which they have been appointed will be assessed. The nursery reserves the right to extend the probationary period if necessary. During the probationary period there will be regular interim reviews, structured monitoring and benchmarks, early intervention on issues and clear setting of expectations at the outset and when identifying areas for improvement along the way
- The new member of staff will have regular meetings with the manager and their 'mentor/buddy' during their induction period to discuss their progress, support required and/or further training and professional development opportunities.

Ongoing support and checks

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the manager **immediately**

- We act on any information that comes to our attention that suggests someone may no longer be suitable for their role
- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the absence management policy
- The nursery manager will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. Please see the Disciplinary Procedure for further details
- Every member of staff will have three meetings a year with the manager: a formal appraisal and two more informal reviews. This will provide an opportunity for the manager and member of staff to discuss training needs for the following term as well as evaluate and discuss their performance in the previous term
- The manager, deputy and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

Students and agency/supply staff

- All students will receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values
- All students will be fully supervised to ensure they receive the appropriate support, training and information they may require
- We request confirmation that all necessary checks have been completed by the agency before using any supply or agency staff. Once checks are obtained we record the DBS check reference number, the date the check was obtained and details of who obtained it
- We have a short induction prior to agency staff working with the children. It is our policy that all agency and supply staff are fully supervised and not left alone with children
- Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

Children on work experience placements

- A student aged 16 plus on work experience in the nursery is considered to be engaging in regulated activity
- The student would require the work experience provider, e.g. school or sixth form college, to complete a DBS enhanced check prior to their placement in the setting.

53: Staff Development and Training Policy

At Small Wonders Day Nurseries Ltd we value our staff highly. We believe that ongoing personal and professional development is essential for the delivery of high-quality learning and development opportunities for children in their early years.

The overall quality of our nursery is underpinned by our staff having the appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities.

Every staff member is given the opportunity to further develop their training, knowledge and skills through a comprehensive and targeted programme of professional development. High-quality professional supervision is also provided, this provides each staff member with support, coaching and training and promotes the interests of children. Each meeting is planned based on individual performance related targets, consistent and sharply focused observation and evaluations of the impact of staff's practice.

We ensure that 50% of staff are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other staff working at the nursery are either qualified to Level 2 or undertaking training. Where necessary staff will be supported to achieve a suitable level 2 qualification in English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator. We ensure staff have adequate maths knowledge for effective delivery of the EYFS curriculum.

We ensure setting managers appointed on or after 4 January 2024 hold a level 2 maths qualification, or they achieve one within 2 years of starting in the position.

In addition to this, we ensure that all level 2 and/or level 3 qualified staff (on or after 30 June 2016) have either a full PFA or an emergency PFA certificate within three months of starting work and ongoing in order to include them in the required staff: child ratios at level 2 or level 3.

We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed.

To facilitate the development of staff we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff
- Encourage staff to contribute ideas for change within the nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning
- Encourage staff to further their experience and knowledge by attending relevant external training courses

- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the nursery
- Provide regular in-house training relevant to the needs of the nursery
- Carry out regular termly supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out annually where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs
- Develop a training plan that sets out the aims and intended outcomes of any training, addressing both the qualification and continuous professional development needs of the nursery and individual staff
- Carry out training need analyses for all individual staff, the team as a whole, and for the nursery
- Promote a positive learning culture within the nursery
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff and assign a 'work buddy' to coach, mentor and support new staff
- Offer ongoing support and guidance
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff.

54: Supervisions Policy

At Small Wonders Day Nurseries Ltd we implement a system of supervision for all of our staff following their induction and probation period. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their managers to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills/training needs in order to progress in their role

In addition, supervisors must discuss any concerns relating to changes in personal circumstances that might affect an individual's ability or suitability to work with children, including changes to their health or medication. Staff must disclose any information which may affect their suitability to work with children including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings (whether received before or during their employment at the setting). These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the Safeguarding children and child protection policy and Disciplinary procedure.

The frequency of supervision meetings are termly according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery. This clearly sets out who does what and the time-frame, i.e. what the manager is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision we will ask them to identify three things they have enjoyed about their job or that they have done well since the last supervision and one thing they have least enjoyed or requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have particular concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness or on request from staff.

It is the responsibility of the manager to plan time to ensure that all staff receive supervisions.

At Small Wonders Day Nurseries Ltd supervision is carried out either by the manager or deputy manager. If for any reason a supervision is cancelled a new date will be rearranged within 7 days.

All members of staff responsible for carrying out supervisions are trained and supported prior to carrying these out.

Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The

supervision process will be evaluated once a year through staff feedback and is used as part of the overall performance monitoring system at the nursery.

55: Data Protection and Confidentiality Policy

At Small Wonders Day Nurseries Ltd we recognise that we hold sensitive and confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy works alongside the GDPR Privacy Notice to ensure compliance under General Data Protection Regulation (Regulation (EU) (GDPR) and Data Protection Act.

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) (GDPR), Data Protection Act and the Freedom of Information Act with regard to the storage of data and access to it.

Procedures

It is our intention to respect the privacy of children and their families and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of 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. This includes ensuring that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, or part of any social discussions outside of the setting. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our data protection and confidentiality policy and required to respect it
- Ensuring that all staff, volunteers and students are aware that information about children and families is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the safeguarding circumstances above
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions

- Ensuring any concerns or evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

General Data Protection Regulation (Regulation (EU)(GDPR) compliance

In order to meet our requirements under GDPR we will also undertake the following:

1. We will ensure our terms & conditions, privacy and consent notices are easily accessed and made available in accurate and easy to understand language
2. We will use personal data to ensure the safe, operational and regulatory requirements of running our Nursery. We will only make contact in relation to the safe, operational and regulatory requirements of running our Nursery. We will not share or use personal data for other purposes. Further details can be found in the GDPR Privacy Notice.
3. Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).
4. We will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act and the GDPR. This includes:
    - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data.'
    - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff and volunteer information

- All information and records relating to staff and volunteers will be kept confidentially in a locked cabinet
- Individual staff may request to see their own personal file at any time.

56: Record Retention Policy

At Small Wonders Day Nurseries Ltd 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 and should be used in conjunction with the Data protection and confidentiality policy and the GDPR privacy notice.

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 located in the entrance hall 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. 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 understand 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.

We will store photographs and videos of children securely, in accordance with our Safeguarding children and child protection policy and data protection law.

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 Data protection and confidentiality policy and the GDPR privacy notice.

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 GDPR 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 six 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, following the Local Authority procedure.

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 pass these on to the child's new educational establishment e.g. school. In the event that we are not informed of the child's new placement, we will keep the records 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 until the child reaches the age of 21 years and 3 months.

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.

This policy will be reviewed annually and amended according to any change in law/legislation.

57. Pregnancy and Family Leave Policy

Maternity rights
This section is for pregnant employees and new mothers. It details their rights, which fall into three main categories:

- Paid time off for antenatal care
- Maternity leave
- Maternity benefits.

Ante-natal care
You are entitled to be paid your normal rate of pay for any appointments during working hours related to antenatal care. In order to receive payment an appointment card must be produced confirming the appointment and you will be expected to return to work after keeping your appointment wherever possible. When a certificate confirming pregnancy is issued, this must be handed in as soon as possible.

Ordinary maternity leave
You are entitled to 26 weeks' ordinary maternity leave and have the right to return to work in your previous job. These rights apply regardless of length of service, or the number of hours worked.

If you work full time, you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider offering part time work. Requests should be made in writing to your employer, giving as much notice as possible.

You can start your ordinary maternity leave at any time from the 11th week before the expected week of childbirth (EWC) and there is a two-week compulsory maternity leave period following the birth (four weeks for factory workers). For all maternity leave purposes "childbirth" is either a live birth before the end of the 24th week of pregnancy or a live or still birth after the 24th week of pregnancy.

Throughout the ordinary maternity leave period, all your terms and conditions of employment are maintained with the sole exception of pay.

Additional maternity leave
Additional maternity leave starts at the end of the ordinary maternity leave period and ends 26 weeks later. As with ordinary maternity leave, all your terms and conditions of employment are maintained throughout this period with the sole exception of pay.

Notification
The notice periods detailed below must be complied with in order to safeguard your rights.
You must notify your employer in writing by the 15th week before the EWC of the following:

- That you are pregnant
- The EWC
- The date on which you intend to start your maternity leave.

You must also provide a certificate (normally a form MAT B1) stating the EWC. Your employer will then write to you within 28 days to confirm your date of return to work. You can change the date

on which you intend to start your maternity leave by giving your employer at least 28 days written notice.

Returning to work
If you take the full entitlement to maternity leave your return date will be the date previously notified to you by your employer. If you wish to return early you must give your employer eight weeks' written notice of your early return date. Your early return may be delayed if this procedure is not followed.

If you intend to return to work at the end of your maternity leave but fail to do so, your employer's normal rules regarding absence will apply.

Maternity benefits
Although you do not need any qualifying service or to work a minimum number of hours to be entitled to maternity leave or the right to return to work, in order to qualify for Statutory Maternity Pay (SMP) from your employer, you need to have the following:

- At least 26 weeks continuous service at the end of the 15th week before the EWC (this is known as the "qualifying week" for maternity pay purposes)
- Average earnings above the National Insurance lower earnings limit during the eight weeks before the qualifying week.

If you meet these conditions, you are entitled to a maximum of 39 weeks SMP which is calculated as:

- Six weeks at 90% of average weekly earnings
- 33 weeks at the lesser of the lower rate of SMP or 90% of average weekly earnings.

If you do not qualify for SMP you may be entitled to Maternity Allowance (MA).

Sickness absence during pregnancy
If you are absent from work because of a pregnancy related illness or reason at any time during the four weeks before your EWC, the ordinary maternity leave period begins on the first day of absence. If the pregnancy related absence began before the fourth week, then the ordinary maternity leave period begins at the start of the fourth week.

If you are absent from work and the illness is not pregnancy related, the maternity leave period will begin on the date you have previously notified.
If you are absent from work in the weeks leading up to your maternity leave it may affect the higher rate of SMP (90% of normal pay) because it is based on your average earnings in the eight weeks prior to the qualifying week.

Adoption rights
This section is similar to the previous section but deals with employee rights on the adoption of a child, which fall into three main categories:

- Paid time off to attend pre-adoption appointments

- Adoption leave
- Adoption benefits.

Pre-adoption appointments
If you are the primary or sole adopter and you have been advised that a child is due or expected to be placed with you for adoption you are entitled to be paid your normal rate of pay for up to five pre-adoption appointments during working hours. The appointments must have been made by or at the request of the adoption agency and in order to receive payment an appointment card must be produced confirming each appointment. The maximum time off for each appointment is six and a half hours and you will be expected to return to work after keeping your appointment wherever possible.

Ordinary adoption leave
If you are the adoptive parent who has elected to take adoption leave you have the right to 26 weeks' ordinary adoption leave, which includes two weeks' compulsory adoption leave. You can start your adoption leave as soon as the child is placed with you for adoption or if pre-notified up to 14 days before that date.

You are entitled to return to work in your previous job after the ordinary adoption leave period. If you work full time, you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Throughout the ordinary adoption leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Additional adoption leave
If you are entitled to ordinary adoption leave, additional adoption leave starts at the end of the ordinary adoption leave period and ends 26 weeks later. As with ordinary adoption leave, all your terms and conditions of employment are maintained throughout this period with the sole exception of pay.

Notification
The notice periods detailed below must be complied with in order to safeguard your rights. You must notify your employer in writing of the following no later than seven days after being matched with a child for adoption:

- The date of placement of the child for adoption
- The date on which you intend to start your adoption leave.

You must also provide an Adoption Certificate from the approved adoption agency. Your employer will then write to you within 28 days to confirm your date of return to work. You can change the date on which you intend to start your adoption leave by giving your employer at least 28 days' written notice.

Returning to work
If you take the full entitlement to adoption leave your return date will be the date previously notified to you by your employer. If you wish to return early you must give your employer eight weeks' written notice of your early return date. Your early return may be delayed if this procedure is not followed.

If you intend to return to work at the end of your adoption leave but fail to do so, your employer's normal rules regarding absence will apply.

Adoption benefits
Although you do not need any qualifying service or to work a minimum number of hours to be entitled to adoption leave or the right to return to work, in order to qualify for Statutory Adoption Pay (SAP) from your employer, you need to have the following:

- At least 26 weeks' continuous service at the end of the week in which the child was matched with you for adoption
- Average earnings above the National Insurance lower earnings limit during the eight weeks before the week in which the child was matched with you for adoption.

If you meet these conditions you are entitled, subject to special rules where the adoption is disrupted or where the child reaches age 18, to a maximum of 39 weeks SAP, calculated as:

- Six weeks at 90% of average weekly earnings
- 33 weeks at the lesser of the lower rate of SAP or 90% of average weekly earnings.

In order to be paid SAP, you should notify your employer in writing of the following no later than 28 days before the date on which you wish your SAP period to begin:

- The name and address of the approved adoption agency
- The date on which the child is expected to be placed for adoption and where the child has already been placed for adoption, the date of placement
- The date on which you were informed that the child was to be placed with you for adoption.

Paternity rights (birth)
Ante-natal appointments
You are entitled to accompany the child's mother on up to two ante-natal appointments without pay during working hours. This is on condition that you have or expect to have responsibility for the upbringing of the child and that you are the biological father of the child or are married to or are the partner of the child's mother. The maximum time off for each appointment is six and a half hours and you will be expected to return to work after keeping your appointment wherever possible.

Ordinary paternity leave
If you have at least 26 weeks' continuous service at the end of the 15th week before the EWC, you are entitled to choose to take a single block of either one week or two separate blocks of one whole week each, of ordinary paternity leave if you meet the following conditions:

- You have or expect to have responsibility for the upbringing of the child
- You are the biological father of the child or are married to or are the partner of the child's mother.

Leave has to be taken in whole weeks and cannot be split into days.

You cannot start your ordinary paternity leave until the child is born and the leave can be taken within 52 weeks of birth. You must give prior notice of your entitlement and intention to take leave by the 15th week before the EWC (or if this is not reasonably practical, as soon as is reasonably practical) but you do not have to give notice of the dates you intend to take leave until at least 28 days before that period of leave is due to start.

Throughout the ordinary paternity leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Paternity benefits
If you are entitled to ordinary paternity leave and your average earnings were above the National Insurance lower earnings limit during the eight weeks up to and including the 15th week before the EWC, you are entitled to be paid Statutory Paternity Pay (SPP). SPP is paid during the entire ordinary paternity leave period and is the lesser of:

- The standard rate of SPP, or
- 90% of average weekly earnings.

Notification
To safeguard your rights to ordinary paternity leave and pay you must complete Form SC3 by the 15th week before the EWC. You can change the date on which you intend to start your ordinary paternity leave by completing a new Form SC3 at least 28 days before the original leave date.

Paternity rights (adoption)
Pre-adoption appointments
If you are the primary adopter's partner and you have been advised that a child is due or expected to be placed with you, you are entitled to attend up to two pre-adoption appointments without pay during working hours. The appointments must have been made by or at the request of the adoption agency and the maximum time off for each appointment is six and a half hours. You will be expected to return to work after keeping your appointment wherever possible.

Ordinary paternity leave
If you have at least 26 weeks' continuous service at the end of the week in which the child's adopter is matched with the child for a UK adoption, you are entitled to choose to take a single block of either one week or two separate blocks of one whole week each, of ordinary paternity leave if you meet the following conditions:

- You are not taking adoption leave in respect of the child
- You have or expect to have responsibility for the upbringing of the child
- You are married to or are the partner of the child's adopter.

Leave has to be taken in whole weeks and cannot be split into days.

You cannot start your ordinary paternity leave before the day the child is placed with the adopter and it must end within 56 days beginning with the date of placement.
Notice of actually taking the leave must be provided 28 days before each period of leave by employee.

Notice of entitlement must be provided to the employer within seven days of the employee receiving notification that they have been matched with a child for adoption. This notice must be in writing and should include the date of notification of being matched with a child, when the

placement is expected to start or has started, whether they have or will have responsibility of child's upbringing; and whether they are married to, civil partner of or partner of child's main adopter.

Throughout the ordinary paternity leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Paternity benefits
If you are entitled to ordinary paternity leave and your average earnings were above the National Insurance lower earnings limit during the eight weeks before the week in which the child was matched for adoption, you are entitled to be paid Statutory Paternity Pay (SPP). SPP is paid during the entire ordinary paternity leave period and is the lesser of:

- The standard rate of SPP, or
- 90% of average weekly earnings.

Notification
To safeguard your rights to ordinary paternity leave and pay you must complete a Form SC4 no later than seven days after the date on which the adopter is notified of having been matched with the child for adoption. You can change the date on which you intend to start your ordinary paternity leave by completing a new Form SC4 at least 28 days before the original leave date.

Shared parental rights (birth)
Introduction
Many parents will be able to share leave in the year after their child's birth and take leave in a more flexible way by stopping and starting their shared parental leave, taking their leave at the same time, and returning to work between periods of leave.

All employees are entitled to shared parental leave if they share the main responsibility for the care of the child that the shared parental leave and pay relates to with the other parent and meet an 'employment and earnings' test.

Opting into shared parental leave and pay
If the mother and her partner agree, the mother can curtail her current maternity leave and 'convert' what remains of the leave period into shared parental leave (SPL). The mother must do this by giving formal notice to her employer and, if you are the mother, we have a form that can be completed to provide the required information. At least eight weeks' notice must be given to curtail maternity leave, at which time the mother and her partner must also give their respective employers an indication of how they intend to take the shared parental leave and pay.

The mother's notice to curtail maternity leave will normally be accompanied by a notice of entitlement to take shared parental leave and a request for a period of shared parental leave and pay. Once notice to curtail maternity leave has been given, it can only be withdrawn in very limited circumstances. However, if the mother gives notice to curtail her maternity leave before the child is born, she has up to six weeks after the birth to change her mind. If the mother revokes her curtailment notice, she remains on maternity leave and can give a new notice to curtail her maternity leave at a later date.

Taking shared parental leave
Before you can take shared parental leave and pay you must provide your employer with a notice of your entitlement to shared parental leave and pay, and this must be accompanied by a 'declaration' from your partner. This is a 'one off' notice and, if you are the mother, you will already have given this notice with your notice to curtail your maternity leave. If you are the mother's partner we have a form that can be completed to provide the required information. The total number of weeks of SPL available is 52 weeks minus the maternity leave that the mother has already taken (including the compulsory maternity leave period). The leave must be taken in whole weeks (part-weeks count as whole weeks), and it must be taken before the child's first birthday.

All your terms and conditions of employment are maintained throughout the SPL period with the sole exception of pay and, if your combined total of maternity/paternity and SPL does not exceed 26 weeks, you are entitled to return to work in your previous job. If you work full time you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Notification
You are allowed three 'notifications' to take a period of SPL. A minimum of eight weeks' notice must be given before each period of leave, and the mother's first notice to take SPL will usually be included as part of the notice to curtail maternity leave.

If your notice is for a continuous period of SPL, for example six weeks off, it cannot be refused. If, however, your notice is for a discontinuous period of leave, for example six weeks comprising three weeks of SPL, three weeks in work, then three weeks of SPL, this can be refused. The first two weeks of the eight week notice period are to enable you and your employer to discuss this type of request and to try to reach agreement on the pattern of leave.

If agreement cannot be reached you have until the 15th day after you submitted your request (i.e. the day after the discussion period expires) to either let the request stand or to withdraw the request. If you let the request stand your employer can insist that the SPL is taken as a period of continuous leave (in the above example as a continuous period of six weeks). You then have five days in which to decide the start date for the period of continuous leave, otherwise it will start on the date of the first period you previously notified. Alternatively, you can withdraw the request and it will not count as one of your three notifications.
If you want to change the dates of a previously notified period of SPL and your employer agrees to this, then the change does not count as a formal 'notification'. If, however, your employer does not agree to the change you can submit a formal notification of the change (giving at least eight weeks' notice). Your employer will have to accept this notification, but the change will count as one of your three 'notifications'.

Statutory Shared Parental Pay
If you qualified for SMP, MA or SPP you will also qualify for Statutory Shared Parental Pay (SSPP). The total number of weeks of SSPP available is 39 weeks minus the number of weeks of SMP already paid to the mother. SSPP is paid at the lesser of:

- The standard rate of SSPP, or
- 90% of average weekly earnings.

As there will be more weeks of SPL available than weeks of SSPP, employees who claim SSPP will be required to sign a declaration stating the total pay available and the total pay received.

Shared parental rights (adoption)

Introduction

Many parents will be able to share leave in the year after the adoption and take leave in a more flexible way by stopping and starting their shared parental leave, taking their leave at the same time, and returning to work between periods of leave.

To qualify for shared parental leave you must have at least 26 weeks' continuous service at the end of the week in which the adopter is notified of having been matched with a child for adoption and still be in employment the week before you take the shared parental leave. In addition, you must share the main responsibility for the care of the child that the shared parental leave and pay relates to with the other parent and meet an 'employment and earnings test'.

Opting into shared parental leave and pay

If the primary adopter and their partner agree, the primary adopter can curtail their current adoption leave and 'convert' what remains of the leave period into shared parental leave (SPL). The primary adopter must do this by giving formal notice to the employer and if you are the primary adopter, we have a form that can be completed to provide the required information. At least eight weeks' notice must be given to curtail adoption leave, at which time the primary adopter and their partner must also give their respective employers an indication of how they intend to take the shared parental leave and pay.

The primary adopter's notice to curtail adoption leave will normally be accompanied by a notice of entitlement to take shared parental leave and a request for a period of shared parental leave and pay. Once notice to curtail adoption leave has been given, it can only be withdrawn in very limited circumstances.

Taking shared parental leave

Before you can take shared parental leave and pay you must provide your employer with a notice of your entitlement to shared parental leave and pay, and this must be accompanied by a 'declaration' from your partner. This is a 'one off' notice and, if you are the primary adopter, you will already have given this notice with your notice to curtail your adoption leave. If you are the secondary adopter/adopter's partner we have a form that can be completed to provide the required information. The total number of weeks of SPL available is 52 weeks minus the adoption leave that the primary adopter has already taken (including the compulsory adoption leave period). The leave must be taken in whole weeks (part-weeks count as whole weeks), and it must be taken during the first year following the adoption.

All your terms and conditions of employment are maintained throughout the SPL period with the sole exception of pay and if your combined total of adoption/paternity and SPL does not exceed 26 weeks, you are entitled to return to work in your previous job. If you work full time you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and will, on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Notification
You are allowed three 'notifications' to take a period of SPL. A minimum of eight weeks' notice must be given before each period of leave, and the primary adopter's first notice to take SPL will usually be included as part of the notice to curtail adoption leave.

If your notice is for a continuous period of SPL, for example six weeks off, it cannot be refused. If however, your notice is for a discontinuous period of leave, for example six weeks comprising three weeks of SPL, three weeks in work, then three weeks of SPL, this can be refused. The first two weeks of the eight week notice period are to enable you and your employer to discuss this type of request and to try to reach agreement on the pattern of leave.

If agreement cannot be reached you have until the 15th day after you submitted your request (i.e. the day after the discussion period expires) to either let the request stand or to withdraw the request. If you let the request stand your employer can insist that the SPL is taken as a period of continuous leave (in the above example as a continuous period of six weeks). You then have five days in which to decide the start date for the period of continuous leave, otherwise it will start on the date of the first period you previously notified. Alternatively, you can withdraw the request and it will not count as one of your three notifications.

If you want to change the dates of a previously notified period of SPL and your employer agrees to this, then the change does not count as a formal 'notification'. If, however, your employer does not agree to the change you can submit a formal notification of the change (giving at least eight weeks' notice). Your employer will have to accept this notification, but the change will count as one of your three 'notifications'.

Statutory Shared Parental Pay
If you qualified for SAP or SPP you will also qualify for Statutory Shared Parental Pay (SSPP). The total number of weeks of SSPP available is 39 weeks minus the number of weeks of SAP already paid to the primary adopter. SSPP is paid at the lesser of:

- The standard rate of SSPP, or
- 90% of average weekly earnings.

As there will be more weeks of SPL available than weeks of SSPP, employees who claim SSPP will be required to sign a declaration stating the total pay available and the total pay received.

Parental leave
Parents of children born or placed for adoption are entitled, on completion of one year's service with the nursery, to take unpaid parental leave. The right applies to mothers and fathers and to a person who has legal parental responsibility. Parents who already have at least one year's service are able to start taking parental leave when the child is born or adopted and the remainder are able to start taking parental leave as soon as they have completed one year's service.

Parents are entitled to 18 weeks' leave for each child, to be taken before the child reaches age 18. Parents must give 21 days' written notice to take parental leave and it must be taken in blocks or multiples of one week (part-weeks, including single days or part days, count as whole weeks) up to a maximum of four weeks in any one year. Parents of disabled children for whom a disability living allowance has been awarded have the additional flexibility to take leave in days without them being counted as whole weeks, although part days count as full days.

Leave can be postponed by the nursery for up to six months where the business cannot cope, except when a father gives the above advance notice to take leave immediately after the date when the child is born or when the partner of a primary adopter gives the above advance notice to take leave immediately after the date when the child is placed for adoption.

Neonatal care leave (NCL)
If your baby requires specialist neonatal care after birth, the Neonatal Care (Leave and Pay) Act 2023 entitles you to take statutory neonatal care leave (NCL) in addition to any other statutory family leave to which you may be entitled and to receive statutory neonatal care pay (SNCP), subject to satisfying the eligibility criteria. NCL is a day-one right, if you comply with the notice requirements.

You are entitled to one week of NCL for each qualifying week your child spends in neonatal care, up to a maximum of 12 weeks. It must be taken in weekly blocks. The neonatal care must begin within 28 days of your child's birth and last for a continuous period of at least seven days (not including the day on which the care starts).

NCL will be granted when you have a qualifying parental, or other personal relationship, with your child including where your child has been adopted and in parental order (surrogacy) cases. NCL may be taken in addition to other types of statutory family leave, but must be taken within the first 68 weeks of your child's birth.
You have the right to return to the same job (or, in certain circumstances, to return to a suitable and appropriate alternative job), are entitled to be offered suitable alternative employment on redundancy in priority to other employees and you are protected from detriment or dismissal related to NCL).

Further information will be available from your employer.

Time off for dependants
You will be allowed to take reasonable time off work without pay to deal with an emergency involving a dependant. The amount of time off allowed will depend on the circumstances.

For example, if a dependant is ill or injured, reasonable time off will be given to deal with the emergency – this does not mean that you will be allowed to take time off to look after the dependant personally.

Compassionate leave
This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependent or other relative for whom the employee has special responsibility or has had special ties.

Generally, the amount of time off required will be at the manager's or senior management team's discretion and will depend on individual circumstances but up to 37 hours (the equivalent of one working week) paid leave would be considered.

Death of a child
If an employee experiences the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, or has an abortion after 24 weeks (in very limited circumstances an abortion

can take place after 24 weeks if the mother's life is at risk or the child would be born with a severe disability), the employee will be entitled to two weeks paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks.

Additionally, an employee may take parental bereavement leave in the event of the death of an adopted child while on adoption leave or the death of a child while on shared parental leave. The amount of leave depends on the circumstances and the employer will seek legal advice regarding the employee's individual circumstances at the time of the bereavement.

Support will be given including making reasonable adjustments on the return to work and further ongoing support as required.

58: Staff Working with Their Own Children/Close Relation Policy

At Small Wonders Day Nurseries Ltd we support all employees returning to work after having a baby and understand that there may be times when a member of staff chooses our nursery to provide childcare alongside them working or that there may be occasions when a member of staff is working in the same environment a close relation e.g. niece or nephew.

In these cases we request the member of staff meet with the nursery manager and room leader, where appropriate, to discuss how best this will work alongside the nursery business needs.

We believe children learn best when they are healthy, safe and secure, have their individual needs met and have a positive relationship with the staff caring for them. It is our policy that all staff remain neutral and treat all children as individuals with the same regard.

When looking to accommodate staff members working alongside their own child or close relative in the nursery we will make a decision/agreement based on the following circumstances:

- The individual needs of the child, including if they have any special educational needs and/or disabilities
- The number of rooms/number of staff/staff deployment/ratios
- Age/stage of development of the child
- Staff members expertise and where/when they usually work
- Days/times the child attends
- Transition arrangements.

Whether the child or close relation is better placed within the same room or a different room from the staff member will be decided on a case-by-case basis.

Once a decision has been made an agreed set of guidelines will be developed between the nursery and the member of staff setting out the expectations of working with their child or close relation. This includes agreeing that during their time at nursery the child is in the care of the nursery and it is the nursery that retains responsibility for the child and their care and agreeing what they will do if they need to cover in different rooms, outdoor play time etc. A similar agreement will be put in place for any staff that may not work within the nursery rooms but own child or family member still attends, e.g. manager, cook, admin.

Staff caring for another staff member's child will treat them as they would any other parent/child.

Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager will meet with the member of staff to review the agreement and the following will be considered:

- Time left until the child is due to transition to the next room/school
- Temporarily moving the staff member to another room. It is nursery policy to move the staff member and not the child (unless transitioning) so the child continues to be in the appropriate age/stage group and can forge consistent relationships with other children in the group
- Where the staff member is already in another room, but there are concerns there will be an agreement between the staff member, manager and room leader about contact with the

child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again

Breastfeeding

Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.

59: Student Policy

At Small Wonders Day Nurseries Ltd we are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students to join our staff team and gain work experience within our nursery. We will accept two students at a time as more students than this places undue pressure on staff. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

We expect all students to visit the nursery for an interview, followed by their student induction and nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student Handbook and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

- All students must have an enhanced Disclosure and Barring Service (DBS) check and provide at least one written reference before their placement begins
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the nursery
- Students will be supervised at all times by the member of staff assigned to them and will not be left alone with the children. They may only change nappies if the manager is satisfied they are competent, responsible and know the children well enough and always under close supervision
- Students will be supported to understand nursery policies and procedures including Safeguarding, Health and Safety, Equal Opportunities, Anti-Bribery, and Whistleblowing policies.
- All students are required to keep to our confidentiality policy
- It is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the Student Co-ordinator to receive feedback about the student's progress
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities
- An accurate evaluation of ability and performance for both students and training providers will be provided and the nursery will support students who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parents will be informed when students are present in the nursery e.g. via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student
- All students on placement must adhere to the same codes of conduct as permanent staff including time-keeping and dress codes
- All students are encouraged to contribute fully to the nursery routine and to spend some time in every area.

In some cases, we may include suitable students on long term placements (aged 17 and over) and staff working as apprentices in early education (aged 16 and over) in our staff: child ratios at the level below their level of study. This will be the discretion of the manager and will only occur when the manager is satisfied that the student or apprentice is competent and responsible and if they hold a valid and current paediatric first aid (PFA) qualification.

Children on work experience placements

We will only offer placements to pupils from local secondary schools on work experience after discussions with the appropriate tutors and the establishment of close links with the sixth form college or school.

A student aged 16 plus on work experience in the nursery is considered to be engaging in regulated activity and so the student would require the work experience provider, e.g. school or college, to complete a DBS enhanced check prior to their placement in the setting.

60: Young Worker Policy

At Small Wonders Day Nurseries Ltd we support young workers and apprentices as we foster and shape the workforce of the future. At times there may be students on placement within the nursery. The EYFS sets out the requirements for young people working in a setting and we will adhere to these requirements at all times.

Suitable students on longer term placements and volunteers (aged 17 or over) who are attending our setting for one year or more will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility we expect from our staff then we may consider including them in our staff ratios at the level below their level of study, providing they hold a valid and current paediatric first aid (PFA) qualification.

Apprentices in early education aged 16 and over who are attending our setting on a long term placement and undertaking training, will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility we expect from our staff then we may consider including them in our staff ratios at the level below their level of study, providing they hold a valid and current paediatric first aid (PFA) qualification.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor/buddy within the setting that can support their well-being. Any safeguarding concerns will be dealt with according to our safeguarding policies procedures.

Within our nursery we expect our young staff to:

- Read, understand and adhere to all policies
- Take part in our ongoing staff suitability procedures. Declare any reasons why their suitability to work with children may change during their placement
- Share any safeguarding concerns they may have with their buddy/mentor or the safeguarding officer
- Maintain a high standard of work, behaviour, appearance and attendance whilst with the nursery
- Undertake a full induction conducted by the nursery
- Access training as required by the management
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point your placement in the setting will be at risk
- Ensure that the nursery environment is safe and secure for all children at all times and report any issues as they arise
- Help with the day to day running of the nursery by undertaking tasks as determined by the supervisors and management
- Take part in staff meetings and all staff training as required by the nursery.

61: Volunteers Policy

At Small Wonders Day Nurseries Ltd we recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

Definition of volunteer
A volunteer is a person aged 16 or over who works directly with children (teaching, training, instructing, caring for or supervising) on a frequent basis, or on more than three days in a 30-day period.

Status of volunteers
A volunteer is not an employee and will not have a contract of employment with the nursery. We will, however, insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be supervised at all times.

Volunteers (aged 17 or over) may be included in the ratios at the level below their level of study, provided that the manager is satisfied that they are competent and responsible and if they hold a valid and current paediatric first aid (PFA) qualification.

Recruitment checks
All volunteers will have suitability checks conducted in the same way as paid employees, including an enhanced DBS check and at least one written reference. These checks will be conducted before any volunteer starts their time within the nursery.

Volunteers must disclose any information which may affect their suitability to work with children including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings (whether received before or during their volunteering at the setting).

Training
Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including safeguarding and child protection, paediatric first aid (where applicable) and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team.

Policies and procedures
Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality
Volunteers should not disclose information about the nursery, staff, children and families as stated in the data protection and confidentiality policy and should follow the nursery confidentiality procedure at all times.

Volunteer's induction pack
On commencing their volunteer work, the volunteer will be given a pack containing:

- General information about the nursery
- A copy of the volunteers policy

- A confidentiality statement which will require reading, signing and returning to the nursery manager
- Details of access to all nursery relevant policies and procedures.
- During the induction period, volunteers will read the main policies of the nursery including safeguarding, health and safety and promoting positive behaviour. The designated member of staff will discuss the policies to ensure the volunteer understands and adheres to this.

Volunteer Agreement
Our mission is to support the delivery of quality care and early learning for children.

At Small Wonders Day Nurseries Ltd we encourage and welcome volunteers. This agreement sets out the standards between a volunteer and the organisation.

This agreement is binding in honour only. It is not intended by the parties to be a legally binding agreement, nor is it intended to create an employment relationship between us.

Referees
We require you to provide two referees. We may also require you to be checked by the Disclosure and Barring service.

Your role as a volunteer
The tasks that you will be asked to undertake are detailed in the job description provided.

What you can expect from us
At Small Wonders Day Nurseries Ltd will provide you with
- An introduction to the organisation and your volunteering role within it
- Training and support related to your responsibilities as a volunteer. We hope that you will take advantage of this to improve and maintain your skills
- You will be allocated a member of staff who will offer regular supervision with you
- A review of your volunteering role after three months. This will normally be carried out by your supervisor
- Personal liability insurance to cover you while you are fulfilling authorised volunteer work
- Injury insurance for injuries incurred while fulfilling your authorised volunteer work

What we expect from you
We will discuss with you the amount of time that you are willing to commit to volunteering. If, for any reason, you will not be available, we would be grateful if you could let us know as soon as possible.

Confidentiality
In the course of your volunteering you will come across confidential information about the organisation, its staff, its clients and third parties. You must respect this confidentiality and not use the information for your own benefit or disclose the information, except where required or permitted to do so by law.

Policies

You will abide by Small Wonders Day Nurseries Ltd Safeguarding, Health and Safety, Equal Opportunities Anti-Bribery and Whistleblowing policies. These can be found underneath the register in the entrance hall.

Feedback
Regular supervision meetings will be planned and give you and your supervisor an opportunity to share feedback.

We always welcome any ideas to further support the quality of the setting/performance of your duties or ways in which we can meet our objectives as an organisation. Please feel free to share these at any times with your supervisor/nursery manager.

If you have any concerns during your time volunteering please discuss these with your supervisor and/or nursery manager. Any safeguarding concerns should be shared immediately as set out in the child protection and safeguarding policy.

Termination
Either you or the organisation can terminate this agreement with or without notice at any time.

I agree to abide by the terms of this volunteer agreement.

Signed ……. Date ……..

Name……

Signed ……. Date ……..

On behalf of Small Wonders Day Nurseries Ltd …… Name……..

62: Absence Management Procedure

At Small Wonders Day Nurseries Ltd we encourage all our employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness, illness, injury or infection. By implementing this policy, we aim to strike a reasonable balance between the pursuit of our business needs and the genuine needs of employees to take occasional periods of time off work because of sickness. This procedure establishes a framework to support individuals and the organisation in times of sickness absence. It ensures that appropriate and consistent advice is provided and that assistance and support is offered to employees and, where necessary, action is taken.

Principles
We promote good health and aim to provide a healthy working environment demonstrating commitment to health, safety and the welfare of all staff in order to maximise attendance.

Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

Exclusion periods for contagious illnesses
Working with children means that you are more likely to come in to contact with illnesses, which can be highly contagious. We take the health of children and staff very seriously; therefore, if you have any infectious or contagious illnesses you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately and that this infection or illness is not passed on to other staff, children or parents. The manager will advise you of any exclusion times required (see the sickness and illness and infection control policies).

Sickness absence reporting procedure
Reporting sickness absence should be done using the following guidelines. Failure to follow these guidelines could delay any sick pay due to you and could possibly result in disciplinary action.

1. On your first day of absence, you must:
    - Telephone the manager (before 9pm or after 6am) yourself or alternatively call the nursery
    - Give brief details of your illness and your expected length of absence
    - Text message and emails are not an acceptable form of communication for this purpose. Contact someone at least an hour before your shift is due to start.

You should contact the Nursery every day that you are absent in the first week of absence.

2. On returning to work you must complete a copy of the 'Employee's statement of sickness self-certification form'. This should be signed by nursery management.

3. For absences of more than seven consecutive days, including the weekend and non-working days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence.

After returning to work from any sickness absence leave, a 'return to work' interview will be undertaken by the employee and line manager.

During the return to work interview the following will be discussed:

- The reason for absence
- Whether any support is required and/or adjustments to the role (on a temporary or more permanent basis) and what they are. These might include regular catch up meetings, adjusted work patterns, changes of duties
- Future requirements and expectations, e.g. Improved attendance

The return to work interview discussion is recorded using a set template and signed by both the manager and employee. A copy is attached to the employee's file.

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, this is brought to the attention of the employee through a discussion with the manager.

Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague.

The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the disciplinary procedure.

Frequent and/or persistent short-term sickness absence
Short-term absence may be short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

- Four self-certified spells of absence in one calendar year
- A total of 10 working days or more of self-certified absence in one calendar year
- Patterns of absence over a period, e.g. an individual regularly taking Mondays or Fridays off
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

Long-term sickness absence
For the purposes of the policy, long-term sickness absence is defined by the nursery as absences lasting over one month.

Where absences have lasted over 10 working days or more, the manager will contact the member of staff concerned to obtain an initial assessment of the sickness or injury.

At this point and where felt appropriate after further assessment of the sickness or injury, the manager will arrange a face-to-face meeting or telephone conference between themselves and the member of staff. The meeting will include:

- Confirming the reasons and nature of the absence and its likely duration
- Ensuring that the member of staff is aware of the nursery's concern regarding their health and necessary absence from work
- Consideration of alternative duties or a shorter working week if this would enable a quicker return to work subject to medical advice
- Consideration to any personal issues being encountered and discuss possible ways of helping the individual resolve these

- Advising the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the nursery to enable a medical report to be prepared
- Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other options have been investigated and exhausted and the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting would be arranged. At this point, and with legal advice, the manager may forewarn the member of staff on long term sickness absence that unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, their ill health may put their employment at risk with the possibility of termination by reason of capability or suitability to work with children, taking into account any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the nursery will:

- Review the employee's absence record to assess whether or not it is sufficient to justify dismissal
- Consult the employee
- Obtain up-to-date medical advice through the employee's GP and/or occupational health
- Seek legal advice, where applicable
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility
- Meet with the employee to discuss the options and consider the employee's views on continuing employment
- Review if there are any other jobs, alternative duties or other reasonable adjustments that the employee could do prior to taking any decision on whether or not to dismiss
- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health
- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health
- Arrange a further meeting with the employee to determine any appeal
- Following this meeting, inform the employee of its final decision
- Act reasonably towards the employee at all times.

Any decision to terminate employment will be taken by the Owner, making sure the capability procedure has been exhausted.

Occupational health

The nursery reserves the right to request employees to attend an appointment with an Occupational Health Advisor, or consent to a report from a medical professional (e.g. consultant, GP) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, or where it is necessary to seek an expert medical opinion as to whether or not the employee can fulfil their job role or whether any reasonable adjustments should be made to the employee's role.

The nursery will seek to engage the services of an independent Occupational Health Advisor in situations where expert medical opinion is required and work with them to identify the best course of action in circumstances of sickness absence.

Access to medical records
The Access to Medical Records Act gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

- Employers must gain the consent of employees before requesting reports from medical practitioners
- Employers must inform employees of their rights in respect of medical reports
- The employee has the right of access to the report before the employer sees it, provided appropriate notification is given
- The employer is responsible for notifying the medical practitioner that the employee wishes to have access
- The employee may ask for a report to be amended or may attach a statement to the report
- Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the nursery requests further medical information about the health of staff from an individual's General Practitioner or Specialist, or its own occupational health provider, the provisions of the Act will be followed.

Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or recognised trade union representative.

Sick pay
Statutory Sick Pay (SSP) will be paid in accordance with Department for Work and Pensions requirements.

The nursery will maintain records of whether absence forms part of a linked 'period of incapacity for work' (PIW) and, if so, how much SSP entitlement has been used in the current PIW, as well as record keeping that all SSP entitlement has been paid correctly.

Annual leave and sick pay
Where an employee falls sick or is injured whilst on annual leave, the nursery will allow the employee to take sick leave and take the annual leave at a later time. This policy is subject to the following strict conditions:

- The total period of incapacity must be fully certificated by a qualified medical practitioner
- The employee must contact the manager as soon as he/she knows that there will be a period of incapacity during the pre-planned annual leave in accordance with the Sickness Absence Reporting Procedure
- The employee must submit a written request no later than five days after returning to work setting out how much of the annual leave period was affected by sickness and the amount of leave that the employee wishes to take at another time
- Where the employee is overseas when he/she falls sick or is injured, evidence must be produced that the employee was sick by way of either a medical certificate or proof of a claim on an insurance policy for medical treatment received at the overseas location.

Where the employee fulfils all of the above conditions, we will allow the employee the same amount of annual leave as the amount lost due to sickness or injury.

Sickness or injury shortly before a period of planned holiday
If an employee is ill or is injured before the start of a period of planned annual leave, we will agree to the employee postponing the annual leave dates to another mutually agreed time. Any period of sickness absence will then be treated in accordance with the employer's normal policy on sickness absence.

The employee must submit a written request to postpone the planned annual leave and this must be accompanied by a letter from his/her doctor confirming that he/she is unfit to take the annual leave.

Replacement annual leave dates
Where it is agreed that an employee can take replacement annual leave at a later time, the employee should nominate replacement annual leave dates as soon as possible, with the dates being subject to the agreement of the employee's line manager in the usual way.
Employees should endeavour to take any replacement annual leave within the same holiday year as the days lost as a result of sickness or injury. In the event that part or all of the annual leave is lost due to incapacity towards the end of the nursery's holiday year and there is insufficient time left during that year for the replacement annual leave to be taken, the employee will be permitted to carry over the replacement annual leave to the next holiday year. However, this leave must be taken as early in the new holiday year as possible.

Serious illness or injury of an employee's immediate family
This will be reviewed on an individual basis by the nursery manager. They will agree with you a reasonable period of paid leave time initially, with additional unpaid leave if a significant amount of time off is required. You may also need to consider taking any annual leave or time off in lieu (TOIL) and working flexibly i.e. making adjustments to the length of the working day, changes in hours or days worked etc.

Death of a member of an employee's immediate family
This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependant or other relative for whom the employee has special responsibility or has had special ties. See bereavement leave policy.

Generally, the amount of time off required will be at the manager's discretion but it is advisable to either;

1. Set a defined amount of paid/unpaid time, or
2. Remove this in its entirety and deal with request as holiday and/or under the emergency time off provisions of the Employment Rights Act

Death of a Child
If an employee experiences the death of a child under the age of 18, or suffers a stillbirth from 24 weeks of pregnancy, or has an abortion after 24 weeks (in very limited circumstances an abortion can take place after 24 weeks if the mother's life is at risk or the child would be born with a severe disability), the employee will be entitled to two weeks' paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks (Parental Bereavement Leave and Pay Act 2018).

If the period of Parental Bereavement Leave is to be taken around the same time as another period of family leave, the employer will seek legal advice regarding the employee's individual circumstances at the time of the bereavement.

63: Grievance Procedure

At Small Wonders Day Nurseries Ltd we follow our legal obligations as an employer at all times including hearing and investigating grievances. We have the following policy and procedures that set out our process.

Legal obligations
Our obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures. A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website.

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25%, or reduced by 25% if the employee does not comply.

Objectives and guiding principles
We recognise that an employee needs to feel that his or her grievance has been fully investigated and has received a fair hearing. The employee also needs to understand the reasons for the decision made by the manager who heard their grievance. The employee should then be given the opportunity to appeal against the decision. Their appeal should be submitted in writing and should be investigated and heard by someone more senior to the person who heard the initial grievance. The person allocated to hear the employee's appeal should be able to take a fresh and independent look at the issue. In our organisation the individual's immediate line manager deals with the grievance initially separately before being passed on to the manager of the nursery.

ACAS advocates the use of mediation to resolve grievances, in an attempt to maintain a good working relationship and resolve issues within the workplace. We may decide to use such mediation where appropriate using ACAS support and guidance.

Our grievance procedure does not form part of any employees' contract of employment. It may be amended at any time and we may depart from it depending on the circumstances of any case.

This procedure applies to all employees regardless of length of service.

Our nursery believes that all employees should be treated fairly and with respect. We encourage all employees to try to resolve any grievance with the individual concerned on an informal basis, as most grievances can be resolved quickly through discussion. Your line manager will assist you with this if you feel this is the best route for you.

If this does not resolve the complaint/issue/problem you should initiate the formal process below.

Grievance process
Stage 1
Making your grievance

- You should put your grievance in writing and forward it to your line manager
- This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If

your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place

- If your complaint relates to an issue with your line manager, the grievance may be sent to the owner of the nursery
- Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered in the course of these investigations, you will be given a copy in advance of the hearing and appropriate time for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

Stage 2

The grievance hearing

The hearing will be held as soon as is reasonably possible following any investigations, and within 5 working days of the receipt of your written complaint. It will be conducted by your line manager or another nominated manager if your complaint relates to an issue with your line manager. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting and you should tell us the name of your chosen companion. The companion may either be a trade union representative or a work colleague.

You should ensure that you attend the meeting where possible. If you are unable to attend because of circumstances beyond your control, you should inform your line manager as soon as possible and a further meeting will be re-arranged as soon as possible. If you fail to attend without explanation, or if it appears that you have not made sufficient attempts to attend, the hearing may take place in your absence.

During the hearing you will be given the opportunity to explain your complaint. Your explanations should focus on the complaint and not on irrelevant issues. The manager conducting the hearing will inform you if they believe the key issues are not being focused on. They may also set a reasonable timeframe for the meeting; this will be determined by the nature and complexity of your complaint.

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within 5 working days, where reasonably practicable, and told of any action that the nursery proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.

If you are dissatisfied with the outcome, you may make a formal appeal in writing to the nursery manager or owner stating your full grounds of appeal, within 5 working days of the date on which the decision was sent or given to you.

Stage 3

We will hold an appeal meeting within 14 working days of receiving the appeal, where reasonably practicable. This will be dealt with impartially by a more senior manager, where applicable who has not previously been involved in the case. You will have the right to bring a companion, as explained above.

We will confirm our final decision in writing, usually within 7 working days of the appeal hearing, where reasonably practicable. There is no further right of appeal.

Grievances linked to disciplinary matters
Complaints that you may have about any disciplinary action taken against you should be dealt with as an appeal under the disciplinary procedure.

Where an employee raises a grievance during a disciplinary process the disciplinary process may be temporarily suspended in order to deal with the grievance.

Where the grievance and disciplinary cases are related it may be appropriate to deal with both issues concurrently.

64: Disciplinary Procedure

At Small Wonders Day Nurseries Ltd we follow our legal obligations as an employer at all times including dealing with any disciplinary matter in a fair and consistent manner. We have the following policy and procedure that sets out our process.

Legal obligations
Our legal obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures. A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website .

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25% or reduced by 25% if the employee does not comply.

Objectives and guiding principles
The objective of this procedure is to set out the standards of conduct expected of all staff and to provide a framework within which our managers can work with employees to maintain satisfactory standards of conduct and to encourage improvement where necessary.

It is our policy to ensure that any disciplinary matter is dealt with fairly and consistently. We will take the necessary steps to establish the facts and to give employees the opportunity to respond before taking any formal action.

This procedure does not form part of any employee's contract of employment and it may be amended at any time. We may also vary this procedure, including any time limits, as appropriate in any case.

The procedure applies to all employees regardless of length of service.

Minor conduct issues can often be resolved informally between the employee and their line manager. These discussions should be held in private and without undue delay whenever there is a cause for concern. Where appropriate a note of any such discussions may be held on the employee's personnel file, but will be ignored for the purpose of future disciplinary issues.

Formal steps will be taken under this procedure if the matter is not resolved, or if informal discussion is not appropriate (due to the serious nature of the allegation against you).

The employee will not normally be dismissed for a first act of misconduct, unless it is decided it amounts to gross misconduct or the employee has not yet completed their probationary period.

The procedure
Our aim is to deal with disciplinary matters sensitively and fairly. All employees must treat all information in connection with the disciplinary procedure and its investigation as confidential.

Where there has been a serious allegation of misconduct or gross misconduct and/or there are serious concerns regarding the employee's capability, we aim to establish the facts quickly and no disciplinary action will be taken until the matter has been fully investigated. The employee will be

informed if a formal complaint is made against them, and if necessary they may be suspended on full pay pending the outcome of the investigation and disciplinary procedure.

Stage 1: Investigation

- The nursery manager will investigate any allegations or concerns quickly and thoroughly to establish whether a disciplinary hearing should be held
- The purpose of the investigation is to establish a balanced view of the facts relating to the allegations against the employee. The amount of investigation will depend on the nature of the allegations and will vary from case to case. It may involve interviewing and taking statements from the employee and any witnesses, and/or reviewing relevant documents
- Investigation interviews are solely for the purpose of fact finding and no decision on the disciplinary procedure will be taken until after the disciplinary hearing
- The employee is not normally allowed to bring a companion to an investigatory interview. However, we may allow them to bring a work colleague or trade union representative in exceptional circumstances and if the employee wishes to be accompanied they should contact the nursery manager to discuss the reasons for their request
- If the investigations lead us to reasonably believe there are grounds for disciplinary action, the nursery will write to the employee outlining the allegations against them, the basis of the allegations and the potential consequences following legal advice. The employee will be invited to a disciplinary hearing to discuss the matter. They will be sent any copies of evidence which may be referred to in the hearing (e.g. witness statements, or a summary of the statements if the witness's identity is to remain confidential, and minutes of meetings).

Suspension

- If the nursery believes that the employee may be guilty of misconduct, which is considered (at the settings absolute discretion) to be serious misconduct, where relationships have broken down, or where we have any grounds to consider that nursery property or responsibilities to other parties are at risk, or where we consider in the settings absolute discretion that the employees continued presence at the Company's premises would hinder an investigation, the nursery is entitled to suspend the employee on full pay
- Any such suspension will normally last only as long as required to enable an investigation into the circumstances giving rise to such belief of serious misconduct to be carried out and any disciplinary hearing to be convened
- Any such period of suspension is not a punishment, nor considered as disciplinary action against the employee, nor does it imply that any decision has been taken about the employees case.

Stage 2: Invite to disciplinary hearing

- The nursery will hold a disciplinary hearing to discuss the allegations. The employee will have the right to bring a companion to the meeting. A companion may be a work colleague or trade union representative. The employee must inform the nursery manager prior to the meeting who their chosen companion is. If their companion is unreasonable, for example, where there may be a conflict of interest, the nursery manager may require the employee to choose someone else
- If the employee or their companion is unable to attend the meeting the employee should inform the nursery manager immediately and an alternative time and date, where applicable will be arranged. The employee must make every effort to attend the meeting and failure to do so without good cause may be treated as misconduct in itself.

Disciplinary hearing

- During the meeting the nursery manager or designated person leading the meeting will go through the allegations against the employee and the evidence that has been collated. The employee will be able to state their case and call relevant witnesses (provided the employee gives advance notice and we agree to their attendance) to support the case
- The nursery may adjourn the disciplinary meeting if further investigations need to be carried out and the employee will be given reasonable opportunity to consider new information
- The employee will be notified of the decision in writing, usually within 7 working days of the hearing
- If the employee persistently fails to reply to invitations, or persistently fails to attend the arranged hearing without good cause, it may be carried out in their absence and they will be notified of the decision in writing. The employee will retain the right to appeal.

Appeal

- The employee will be given the opportunity to appeal the decision. If they wish to appeal, the employee should state their full grounds in writing and the letter should be sent to the nursery manager within 5 working days from the date the decision was communicated to them
- The appeal meeting will be conducted impartially by the owner of the nursery where possible, who has not previously been involved in the case
- The employee will be able to bring a companion to the meeting and the companion may be a work colleague or trade union representative (as stated above)
- The nursery may adjourn the appeal hearing if further investigations need to be carried out and the employee will be given reasonable opportunity to consider any new information before the hearing is reconvened
- The nursery will inform the employee in writing of the final decision as soon as possible, usually within 5 working days of the appeal hearing.

There is no legal right to appeal beyond this stage.

Disciplinary penalties

In the first instance, where less serious offences are concerned, the nursery are most likely to give the employee a verbal warning. This warning will be recorded and a copy maintained in the employee's personnel file with a time scale for improvement or to not re-offend.

The usual penalties for misconduct are set out below. No penalty should be imposed without a hearing. We aim to treat all employees fairly and consistently, and a penalty imposed on another employee for similar misconduct will usually be taken into account but should not be treated as a precedent. Each case will be assessed on its own merits.

The employee will not normally be dismissed for a first act of misconduct, unless it is decided that it amounts to gross misconduct or the employee has not yet completed their probationary period.

First written warning

A first written warning may be authorised by the nursery manager. It will usually be appropriate for a first act of misconduct where there are no other active written warnings on the employee disciplinary record.

Final written warning
A final written warning may be authorised by the nursery manager. It will usually be appropriate for:

a. misconduct where there is already an active written warning on the employee record,
b. misconduct that we consider is sufficiently serious, to warrant a final written warning even though there are no active warnings on the employee record.

Dismissal
Dismissal may be authorised by the nursery owner**.** It will usually only be appropriate for:

a) any misconduct during the employee probationary period;
b) further misconduct where there is an active final written warning on the employee record; or
c) any gross misconduct regardless of whether there are active warnings on the employee record. Gross misconduct will usually result in immediate dismissal without notice or payment in lieu of notice (summary dismissal). Examples of gross misconduct are set out below.

Levels of authority
Nursery Managers (including officer in charge) have the authority to suspend an employee pending investigation. Only the Nursery Manager (including officer in charge) and higher management has the authority to dismiss an employee as set out above.

Gross misconduct
In the case of gross misconduct, the nursery reserves the right to dismiss an employee without notice (or payment in lieu of notice) if, after investigation and a hearing, the management are satisfied that there is sufficient justification for so doing.

Duration of warnings
Under normal circumstances warnings will be valid for the following time periods, although these may vary according to the nature of the occurrence and may therefore be determined by mutual agreement at the time of issue:

- Verbal warning - six months
- First written warning - six months
- Final written warning - 12 months.

On expiry, warnings will be disregarded for future disciplinary purposes.

Alternatives to dismissal
In some cases, the nursery may, at the setting's discretion, consider alternatives to dismissal. These must be authorised by the company director or manager and will usually be accompanied by a final written warning. Examples include:

- Demotion or loss of seniority
- Change to job role
- A period of paid suspension (or without pay where it is not possible for the staff member to work because of an external legal or regulatory restriction on their ability to work)
- Loss of additional hours and/or overtime.

Examples of gross misconduct

Examples of what would constitute a gross misconduct offence include:

- Failure to inform the employer of a disqualification, either personally or a person living in the same household as the registered provider, or a person employed in that household
- Theft or the unauthorised possession of property belonging to the nursery, its employees or customers
- Assault on any employee or persons associated with the nursery
- Breach of confidence i.e. the divulging of confidential information relating to the nursery, its employees or clients
- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the nursery
- Being under the influence of drugs or alcohol whilst on duty
- Serious or persistent breaches of safety rules
- Fraud including falsification of work records and expense claims
- Signing or clocking in or out for another employee
- Physical assault/punishment or abuse towards a child e.g. hitting a child in chastisement or harsh disciplinary actions and/or threatening the use of corporal punishment which could adversely affect a child's well-being
- Discrimination and/or harassment in any way against a child or any other person
- Persistent failure to follow nursery documentary systems and procedures
- Unauthorised absence from work/unacceptable attendance levels
- Obscene language or other offensive behaviour
- Negligence in the performance of the employee duties.

Further behaviour that could constitute gross misconduct is not limited by the above list.

Examples of misconduct

Examples of what would constitute a misconduct offence include:

- Minor breaches of our policies including the Sickness Absence Policy, Mobile Phone and Electronic Device Use Policy, Social Networking Policy, and Health and Safety General Policy
- Minor breaches of the employee contract
- Minor damage to, or unauthorised use of nursery property
- Poor timekeeping
- Time-wasting
- Refusal to follow instructions
- Excessive use of our telephones for personal calls
- Excessive personal email or internet usage
- Smoking/Vaping in designated no smoking/vaping areas.

N.B. Some of the misconduct offences above may, dependent on the circumstances and having followed a detailed investigation, also be classed as gross misconduct offences.

65: Anti-bribery Policy

Legislation
The Bribery Act creates an offence which can be committed by an organisation which fails to prevent persons associated with them from committing bribery on its behalf but only if that person performs services for you in business. It is unlikely that the organisation will be liable for the actions of someone who simply supplies goods to you.

There is full defence if it can be shown that there are adequate procedures and risk assessments in place to prevent bribery.

At Small Wonders Day Nurseries Ltd we have adopted this policy to ensure that we have adequate procedures in place that are proportionate to the bribery risks we face.

It is our policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our dealings wherever we operate. We are also committed to implementing and enforcing effective systems to counter bribery.

What is a bribe?
A bribe is a financial or other advantage offered or given:
- to anyone to persuade them to or reward them for performing their duties improperly or;
-to any public official with the intention of influencing the official in the performance of his/her duties.

Gifts and hospitality
A 'gift' is defined as any item, cash, goods, or any service which is offered for personal benefit at a cost, or no cost, that is less than its commercial value.

You should consider the following if a gift is offered:

- Whether it is appropriate to accept it:
- Decline gifts unless to do so would cause serious embarrassment; and
- Discuss the position with the manager or owner if the gift clearly has a value in excess of £25

Parents may wish to thank nursery staff for looking after their children with Christmas gifts or gifts when the child moves on from a particular room or leaves the nursery. This is perfectly understandable. Each staff member is responsible for deciding if this gift is appropriate to accept and if it should be shared with the wider team. If in any doubt staff should discuss this with the nursery manager.

The nursery will not accept gifts from service providers. This may be deemed as a bribe to maintain a contract. The nursery will remain transparent and open at all times.

66: Quality Provision Policy

At Small Wonders Day Nurseries Ltd we are passionate about providing high quality care and education for all children. High quality care leads directly to better outcomes for our children and all staff are committed to providing children with the best possible start in life and enable them to reach their full potential.

As part of our quality practice we ensure children receive the highest quality care and education by:

- Having high expectations for all children so they can achieve the best outcomes
- Building close attachments with children so they feel safe, secure, happy and can thrive
- Developing close relationships with families so together we can best support the child's individual learning and development
- Implementing all of the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS)
- Ensuring that the EYFS learning and development requirements are embedded including providing a curriculum that is underpinned by the EYFS principles, educational programmes and seven areas of learning and development
- Reflecting on all areas of practice and striving towards the Ofsted grade descriptors for Outstanding quality indicators
- Ensuring all the EYFS assessment requirements are met including the planning, observation, assessment and next steps and that they are linked to each individual child's needs and interests and are evaluated for effectiveness
- Having a highly qualified, skilled staff team that understand what is meant by high quality practice and how to deliver this deploying staff appropriately to meet the individual needs of all children
- Creating and achieving the nurseries quality vision, mission and outcomes
- Consistently delivering high quality practice and teaching that makes a difference to children's daily experiences
- Ensuring a solid understanding of the importance of pedagogy and child development amongst all practitioners
- Ensuring that the environment, resources and provision is of high quality both indoors and out; monitoring resources and equipment ensuring these are risk assessed, and fit for purpose
- Providing children with wonderful experiences and opportunities giving them the best start in life
- Valuing continuous professional development for all staff and accessing a variety of training and development to support the needs of the children in the nursery
- Appropriately assessing children's learning and development and recognising where children may need support and acting on this quickly
- Evaluating the effectiveness of training and link to the outcomes for children
- Ensuring all staff are confident and supported in their roles and have the training and skills they need to be able to perform their roles
- Conducting regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
- Using peer on peer observations to share, discuss and improve practice across the setting
- Monitoring all practice and feedback ideas for improvement
- Undertaking a quality improvement programme to ensure quality is embedded throughout the nursery

- Engaging with families and carers and supporting the home learning environment
- Operating a robust and embedded quality improvement and evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners.

67: Equipment and Resources Policy

At Small Wonders Day Nurseries Ltd we organise the premises and equipment to meet the needs of all the children. We provide a wide range of high quality equipment and resources to support the delivery of our early years curriculum. We take reasonable steps to ensure the safety of children and ensure they are not exposed to risks.

To ensure this occurs within the nursery, including in our outdoor areas, we provide:

- Play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation.
- A sufficient quantity of equipment and resources for the number of children registered in the nursery
- High quality e-sources to meet children's individual needs and interests and promote all areas of children's learning and development
- Opportunities to involve the children in decision making about new resources and equipment, where possible
- A wide range of books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Play equipment and resources which promote continuity and progression and sufficient challenge
- Sufficient storage so resources and equipment can be displayed for children to independently choose and/or stored away safely and then rotated
- Appropriate risk assessments and checks on all resources and equipment before first use to identify any potential risks and again regularly at the beginning and end of every session.

Cleaning and maintaining of all resources and equipment.
We repair or replace any unsafe, worn out, dirty or damaged equipment whenever required. We maintain an inventory of resources and equipment, recording the date on which each item was purchased and the price paid for it. We carry out an evaluation of the effectiveness of the resources including the children's opinions and interests. Adults role model and discuss how to use and look after equipment and resources. We encourage children to put resources back where they belong after use. We will often use silhouettes or pictures to support the children to do this.

68: Gun and Superhero Play Policy

We support all children's interests to further develop their play, learning and development, including the use of gun and superhero play, in line with the EYFS requirements and our Quality provision policy, Early learning opportunities statement and Promoting positive behaviour policy. Children will often take part in gun and superhero to make sense of the world around them. They may develop this interest from:

- Watching their favourite movie or TV characters involved in physical battles with weapons
- Witnessing an older sibling or parent playing an online game with weapons
- The child's parent working with guns as part of their professional job role
- First-hand experience of witnessing or involvement in traumatic experiences.

The benefits of supporting gun and superhero play are:

- Supporting children to follow their interests
- Developing imagination
- Resolving conflicts
- Building self-esteem
- Language development
- Supporting emotional development by making sense of their experiences
- Developing physical skills.

We believe all children should be free to follow their play in a safe environment with adults who can positively support their play. We implement the following procedures to ensure that this type of play is appropriately supported:

- Ensure staff give the same positive praise for children engaged in gun and superhero play as they do for children engaged in other activities
- Engage with children and agree rules for gun and superhero play so everybody can play safely
- Allocate an agreed zone for this type of play so children who do not want to get involved can play undisturbed
- Use superhero play to tell stories
- Look at real life heroes who help the children. Talk about what makes somebody a hero. Create our own display of heroes in the children's lives
- Include action figures and capes (squares of material) in our continuous provision. Ask parents for donations of unwanted superhero costumes
- Talk about conflict resolution (age and stage appropriate) and different solutions for solving conflicts
- Be sensitive to the needs of children and families who may have experienced trauma, seeking the support of external professionals if needed.

69: Early Learning Opportunities Statement

At Small Wonders Day Nurseries Ltd we promote the learning and development of all children in our care. We have a quality workforce with highly qualified staff who recognise that each child is an individual, focusing on their needs, interests, learning and development. Staff plan challenging and enjoyable experiences across the seven areas of the curriculum. Our staff are ambitious for our children and guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive inclusive play environment for every child, so they develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and any areas requiring further support.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year one.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children and reflects the wide range of skills, knowledge and attitudes they will need as foundations for learning. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. We may use the Development matters and Birth to 5 matters for guidance to support staff to plan and deliver the EYFS learning and development requirements.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations, which inform future planning and draw on children's needs and interests. This is promoted through adult-led and child-initiated opportunities both indoors and outdoors.

If we are concerned about a child's progress in any areas of learning, staff will discuss this with the child's parents and agree how best to support the child. Staff will consider whether a child may require any additional support, or if they may have a special educational need or disability which will require specialist support.

Assessment is an integral part of our practice, we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.

Summative assessment is carried out at set points of the year including:

- assessment on entry (starting point), including parental contributions. Progress check at age two (where applicable)
- the Early Years Foundation Stage Profile (where applicable) or any other summative assessment e.g. when children transition to new rooms or leave for school

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home and have regular meetings with parents to keep them up to date with their child's progress.

We share information about the EYFS curriculum with parents and signpost them to further support via our website: https://www.smallwondersnursery.co.uk/

70: More Able and Talented Children Policy

At Small Wonders Day Nurseries Ltd we plan our teaching and learning so that each child can aspire to achieve their full potential.

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'more able' and/or 'talented' and extend their learning to challenge them further.

'More able' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;

'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

With this in mind we will ensure all children are fully supported and challenged by:

- Working together with parents and carers to establish starting points on entry to nursery
- Observing, assessing and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the learning opportunities
- Where applicable, working with the nursery SENCO (see SEND policy), other services and professionals to ensure we can fully support the child's individual needs
- Working with the child's future primary school to provide activities that will stretch the child further in line with the child's future curriculum
- Support transitions by providing key information to the next provision.

We ensure staff are aware of some early development signs of children that may be more able and talented including the following indicators:
More able children in language and literacy:

- Are able to read and respond to a range of texts at a more advanced level
- Use a wide vocabulary and variety of words in conversations and play
- Are able to write fluently and with little support

More able children in mathematics:

- Explore a broader range of strategies for solving a problem
- Establish their own strategies for problem solving
- Are able to manipulate numbers in a wide range of ways, e.g. adding, subtracting.

The management monitors all outcomes for children by tracking cohorts and individual children across the whole setting. This will include the more able and talented children. Management will ensure that all children are progressing at an appropriate rate from their starting points through challenging and supportive activities and opportunities.

71: Settling In Policy

At Small Wonders Day Nurseries Ltd our aim is to work in partnership with parents and/or carers to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly in to nursery life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling in to the nursery.

Our settling in procedure includes:

- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the nursery
- Working with parents to gather information before the child starts on the child's interests, likes and dislikes and their favourite things available at settling sessions, e.g. their favourite story or resource: as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day
- Encouraging parents and children to visit the nursery before an admission is planned
- Planning tailored settling in visits and introductory sessions, following any necessary government advice
- Welcoming parents to stay with their child, where possible and applicable during the first few sessions until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents
- Encouraging parents/carers to send in family photos to display to help settle the child
- Reassuring parents whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter days, where possible
- Providing regular updates and photos of the children settling
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Assigning a buddy/back-up key person to each child in case the key person is not available. Parents are made aware of this to support the settling process and attachment
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the nursery until he/she is completely settled.

72: Transitions Policy

At Small Wonders Day Nurseries Ltd we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving rooms procedure

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents and:

- Planning according to the individual needs of the child and when they are ready to move based on age/stage of development
- Enabling the child to spend short sessions in their new room prior to the permanent move to so they feel comfortable in their new surroundings with their key person initially so they have a familiar person present at all times
- Wherever possible transitioning groups of friends together to enable these friendships to be kept intact and support the children with the peers they know
- Keeping parents informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or daily sheet entry
- Only transitioning the child when they feel settled and ready to move. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth transition and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt

this process to support children moving to another childcare provider e.g. childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend and of the teachers. This helps the children to become familiar with this new concept and will aid the transition
- Build relationships with local schools where possible throughout the year and invite them to visit
- We invite school representatives into the nursery, where possible so they have the opportunity to introduce themselves to the children
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences
- Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We complete a Transition Passport with every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning
- With parental permission around school allocation day we may share details of the schools children are going to so parent/carers can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers.

Other early years providers
Where children are attending other early years settings or are cared for by a childminder we will work with them to share relevant information about children's development.

Family breakdowns
We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families' policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings
We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement
We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement, which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes/transitions in their life, we ask that you speak to the nursery manager and the key person to enable this effective support to be put into place.

73: Outdoor Play Policy

At Small Wonders Day Nurseries Ltd we recognise the importance of daily outdoor play and the physical development and are committed to ensure all children have daily access regardless of their age and stage of development. Where possible this includes the children having free access to the outdoors allowing them the freedom to choose whether to play indoors or out. We provide an inclusive outdoor play environment with areas for non-mobile children to freely explore. We make reasonable adjustments where required, in line with the Equality Act. We go out to play with all children in all weathers (unless it is deemed unsafe).

We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity.

The outdoor areas, both within the nursery grounds and in the local community have a wealth of experiences and resources, which help children to learn and develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play'. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the visits and outings policy.

We plan all outdoor play opportunities and outings to complement the early years curriculum, this includes providing children with purposeful activities and quality resources that support and follow their individual interests and the seven areas of learning and development. We plan both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours. Where possible and in line with the children's needs we will also often have snacks and meals outdoors.

Where activities take place away from the setting (e.g. in the local wood) then a mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when the children are away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Caring for babies and toddlers
- Health and safety – general policy
- Managing extreme weather

- Missing child from nursery
- Missing child from outings
- Parents as partners
- Supervision of children
- Safeguarding children and child protection
- Visits and outings

74: Multiple Birth Families Policy

At Small Wonders Day Nurseries Ltd we ensure that all families are included and supported fully, no matter how big or small. There are more and more multiple births occurring in the UK with twins, triplets and even more. As a nursery we accommodate all families and work together with parents to ensure all children are treated as individuals and supported to make the best progress they can.

This policy should be read in conjunction with our Settling in Policy and Partnership with Parent Policies. In addition to these to support the needs of multiple birth families, we will:

- Acknowledge multiple birth relationships as special and to be celebrated as well as encouraging children to develop as individuals
- Work with parents to explore each child's individual preferences, interests, needs and starting points including, where applicable ways for staff to identify them apart
- Complete individual forms for each child to discover their individual routines, specific requirements, dietary needs etc.
- Recognise and celebrate all individual achievements
- Report back on each child separately at the end of the day to the parents
- Consider separation if this is beneficial for their development. Parents, and where appropriate the children, will be involved in the decision for when, where and how this may occur (e.g. focused activities, outdoor play)
- Arrange parental consultations for each child. Each child will receive the same time during the consultation as any other child in the setting. Assessments will be shared based on their individual progress and comparisons between the children will not be made, any concerns will be discussed as per SEND policy
- Understand that each child is unique and not expect them to behave in the same manner, excel in the same areas or enjoy the same activities

75: Caring for Babies and Toddlers Policy

At Small Wonders Day Nurseries Ltd we care for babies and toddler under the age of two as well as pre-school children.

This policy should be read in conjunction with the Nappy changing, Respectful intimate care, Safer sleep, Nutrition and mealtime and Use of dummies in nursery policies.

We ensure their health, safety and well-being through the following:

- Implementing the EYFS requirements at all times and caring for babies and toddlers in a separate base room with a minimum ratio of 1:3
- Allocating each baby and toddler a key person who works in partnership with their parents to meet their individual needs and routines
- Having well qualified staff that understand the needs of babies and toddlers, ensuring that at least half of the staff team caring for children under the age of two have undertaken specific training for working with babies.
- Ensuring babies and toddlers have opportunities to see and play with older children whilst at nursery
- Toddlers transitioning to the older age groups or rooms when assessed as appropriate for their age/stage (see separate Transition Policy)
- Staff supervising all babies and toddlers and organising the environment to support both non-mobile babies and more mobile babies and toddlers.

Environment

- The environment, equipment and resources are risk assessed and checked daily before the children access the rooms or area. This includes checking the stability of cots and areas around, chairs and ensuring restraints on these, pushchairs and prams are intact and working
- All doors are fitted with viewing panels to prevent accidents
- Outdoor shoes are removed or covered when entering the baby and toddler area(s). Staff remind parents and visitors to adhere to this procedure. Flooring is cleaned regularly
- Sterilisers are washed out and cleaned daily
- Large pieces of furniture are fixed to the walls to stop them falling on top of babies and young children

Play and learning is planned in line with children's individual interests and the EYFS learning and development requirements.

Resources

- Care is taken to ensure that babies and toddlers do not have access to resources or activities containing small pieces, which may be swallowed or otherwise injure the child
- Babies and toddlers are closely supervised during all activities
- Resources and equipment that babies and young children have placed in their mouth are cleaned/sterilised after use
- All resources are frequently cleaned
- Soft furnishings are frequently cleaned
- The use of bumbos will only be for limited periods, such as meal times where age appropriate to do so. If used for extended periods of time on a regular basis, these can contribute to delayed physical development. We follow NHS guidelines which recommends that if these resources are to be used then it should be for no more than 20 minutes at a time.

Intimate Care

- Babies'/toddlers' privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting
- Babies and toddlers have their nappies changed according to their individual needs and requirements by their key person, wherever possible. Checks are documented with the time and staff initials and information is shared with parents
- When developmentally appropriate, we work closely with parents/carers to sensitively support toilet training in a way that suits the individual needs of the child
- Potties are washed and disinfected after every use. Changing mats are wiped with anti-bacterial cleanser before and after every nappy change
- Staff ensure all the equipment is ready before babies and toddlers are placed on the changing mat
- No child is ever left unattended during nappy changing time
- Intimate care times are seen as opportunities for one-to-one interactions
- Staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted. Students only change nappies with the support and close supervision of a qualified member of staff (see separate Student Policy)
- Cameras, mobile phones and other electronic devices with imaging and sharing capabilities are not permitted in toilet and nappy changing areas
- Nappy sacks and creams are not be left in reach of babies and children
- We have systems in place to ensure there is an adequate supply of clean bedding, towels and spare clothes

See separate Nappy changing policy.

Sleep

- We follow the NHS guidance to reduce the risk of sudden infant death syndrome (SIDS)
- Each baby and toddler has labelled nursery bedding which is washed at least weekly and when necessary, this takes into account any allergies and irritation to soap powders and any individual needs for example if a child prefers to sleep in a sleeping bag we will ask parents/carers to bring one from home
- All cot mattresses and sleep mats meet necessary safety standards. We use a firm and flat mattress.
- Safe sleep guidance is followed at all times, babies are always laid to sleep on their back, with their feet touching the foot of the cot. Children under two years are not given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation
- We also share safe sleep advice with parents/carers.
- We ensure that sheets or thin blankets come no higher than the baby's shoulders, to prevent them wriggling under the covers. We make sure the covers are securely tucked in so they cannot slip over the baby's head
- Only sheets and blankets that are of good condition are used, any loose threads are removed.
- Cots are checked before use to ensure no items are within reach i.e. hanging over or beside the cot (e.g. fly nets, cables, cord blinds)
- Sleeping babies/children are supervised at all times and checks are completed every 10 minutes. This may increase to five minutes for younger babies and/or new babies. Checks are documented with the time and staff initials on the sleep check form and times are shared with parent/carers.

See separate sleep policy.

Bottles

- Feeding times are seen as an opportunity for bonding between practitioner and child and where possible babies are fed by their key person
- Food and milk for babies is prepared in a separate area within the kitchen. Hand washing is completed before preparation is undertaken
- Bottles of formula milk are only made up as and when the child needs them. Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated. They are then cooled to body temperature, which means they should feel warm or cool, but not hot. Bottles are tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely
- Bottles are only made following the instructions on the formula, if during the making process there are discrepancies, a new bottle will be made
- All new staff will be shown the procedure, and only when competent and confident will they make them on their own. Students are fully supervised.
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not be washed in the dishwasher). They are replaced as and when required.
- Unwanted or left over contents of bottles are disposed of after two hours
- Babies are never left propped up or laid in a cot or a pram with bottles as it is both dangerous and inappropriate
- A designated area is available for mothers who wish to breastfeed their babies or express milk
- Labelled breast milk is stored in the fridge.

Mealtimes

- All babies and young children are seated safely in low/highchairs used for feeding. The chairs are fitted with restraints, and these are used at all times. Children are never left unattended when eating or when in low/highchairs. Restraints are removed and washed weekly or as needed
- Mealtimes are seen as social occasions and promote interactions. Staff always sit with babies and young children; interacting, promoting communication and social skills
- Staff supervising mealtimes will have ongoing discussions with parents about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions will not be made based on age
- Food will be prepared in a suitable way for each child's individual developmental needs, working with parents to help children move on to the next stage at a pace right for the child
- All children are closely supervised whilst eating and if any choking incidents occur paediatric first aid will be administered
- Babies and young children are encouraged to feed themselves with support, as required
- We work together with parents regarding weaning and offer support, as required, following the NHS Best Start in Life Weaning guidance[4].

See separate Nutrition and mealtimes policy for further details.

Comforter and dummies

[4] https://www.nhs.uk/best-start-in-life/baby/weaning/

- We have a separate ‘Use of Dummies in Nursery’ Policy to promote communication and language development
- If dummies are used they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor (see separate dummy policy)
- Dummies are disposed of if they become damaged
- Comforters including teddies and blankets are kept safe and provided at sleep times, or if the child becomes unsettled.

76: Nappy Changing Policy

At Small Wonders Day Nurseries Ltd we support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies according to the child's individual needs and requirements.

Our procedure meets best practice identified by the UK Health Security Agency's *Preventing and controlling infections* document[5].

We enable a two-way exchange between parents and key persons so that information is shared about nappy changing and toilet training in a way that suits the parents and meets the child's needs.

When developmentally appropriate, we work closely with parents/carers to sensitively support toilet training in a way that suits the individual needs of the child and ensures consistency between home and nursery.

We have appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation, serving areas and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded.
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a nappy sack before being placed in the bin. Bins are regularly emptied and always at the end of the day and placed in an appropriate waste collection area
- We ask that where any non-prescribed creams are needed e.g. Sudocrem that these are supplied by the parent/guardian and clearly labelled with the child's name. Prior written permission is obtained from the parent. When applying creams for rashes, a gloved hand is used.

Staff changing nappies will:

- Use a new disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves
- Clean disinfect and dry mats thoroughly after each nappy change
- Ensure they have all the equipment they need before each nappy change
- Keep nappy bags, gloves and aprons out of reach of babies and children.

Reusable Nappies

In addition to the above procedures, where children wear useable nappies, we will:

- Ask the parents for a demonstration for fitting the nappy correctly
- Dispose of any soiling by flushing straight down the toilet

---

5 https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/preventing-and-controlling-infections

- Dispose the reusable nappies liner, and place in a nappy bag (and disposed of as per disposable nappies in a nappy bin)
- Store the used nappies in a sealable wet bag away from the children (including a waterproof interior and sealed prevents any smells escaping) away from children
- Provide the parents with the wet bag at the end of the day to clean the used nappies.

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works and who is caring for their child
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks
- Training all staff in the appropriate methods for nappy changing
- Ensuring that no child is ever left unattended during the nappy changing time
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted
- Ensuring suitably competent and responsible students only change nappies with the support and supervision of a qualified member of staff
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the Parent as partner's policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy
- Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors
- Cameras, tablets, mobile phones and any other image sharing or recording devices are not permitted within toilet and intimate care areas
- Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the nursery
- Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines

- Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

When developmentally appropriate, we work closely parents to sensitively support toilet training in a way that suits the individual needs of the child and ensures consistency between home and nursery.

If any parent or member of staff has concerns or questions about nappy changing procedures or individual routines, please see the manager at the earliest opportunity.

77: Use of Dummies in Nursery Policy

At Small Wonders Day Nurseries Ltd we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store dummies hygienically in each child's bag when not is use, to prevent cross contamination
- Clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.
- Dummies will be disposed of if they become damaged and/or when they are required to be disposed of.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

78: Safer Sleep Policy

At Small Wonders Day Nurseries Ltd we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies and children sleeping is paramount. Our policy follows the advice provided by the DfE, the Lullaby Trust and NHS[6] to minimise the risk of sudden infant death syndrome (SIDS) in babies up to 12 months of age, and sudden unexpected death in childhood (SUDC) in children over 12 months of age.

We make sure that all babies and children are placed down to sleep safely, with every practitioner reading the NHS advice on sudden infant death syndrome (SIDS)[1] and being made aware of the safer sleep guidance from The Lullaby Trust[7].

Babies/toddlers under two years old

Practitioners ensure that children, particularly babies and those under two years old, are placed down to sleep safely. For babies/toddlers under two years old, we consistently put into practice safe sleeping arrangements, including ensuring that:

- Babies aged 12 months and under[8] must only be placed to sleep on their back in a cot[9]
- Babies aged over 12 months are placed down on their back in their own separate sleep space on a clear, flat, firm surface such as a cot, bed or mattress on the floor which has suitable British Safety Standards
- If a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again on their own, in which case we enable them to find their own position
- Babies and toddlers are never put down to sleep with a bottle to self-feed
- Babies under six months of age must always have an adult with them in the same room for every sleep. We will monitor their sleep every five minutes
- For babies (over six months of age) and toddlers who are new to the setting we will have an adult in the same room for every sleep during the first few weeks, monitoring their sleep every five minutes, until we are familiar with the child and their sleeping routines
- Babies and toddlers are monitored visually when sleeping by looking for the rise and fall of their chest and if their sleep position has changed
- Babies/toddlers are always within sight and hearing of staff when sleeping.

Sleeping environment

We provide a safe sleeping environment for all babies and children by:

- Ensuring every child has their own separate sleep space
- Only using safety-approved cots and other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations
- Using a firm flat surface such as a cot, bed or mattress on the floor. Babies aged 12 months and under are only placed to sleep in a cot

---

6 https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safer-sleep

7 https://www.lullabytrust.org.uk/

8 If a baby was born prematurely (before 37 weeks) or weighing less than 2.5kg or 5.5lb, you should follow the safer sleep advice for a year from their due date, rather than when they were born

9 Cots refer to: Cots, carrycots, moses baskets, travel cots

- Using a firm, flat waterproof mattress, a clean fitted sheet and lightweight bedding which is firmly tucked in around the child below their shoulders to prevent head covering
- Ensuring the baby/child is placed feet-to-foot at the bottom of the cot, with lightweight blankets tucked in, if used
- Ensuring every baby/child is provided with clean bedding, labelled for them, working in partnership with parents to meet any individual needs
- Ensuring babies/children are appropriately dressed for sleep to avoid overheating
- Ensuring babies'/children's heads are not covered
- Ensuring no extra items such as toys, pillows, extra blankets, bumpers, wedges or straps are used in cots; we will use sleep comforters for babies and children over 12 months only and follow The Lullaby Trust advice regarding the safe use of dummies while babies are sleeping[10]
- Keeping all spaces around cots and beds clear from hanging objects, i.e. hanging cords, blind cords, drawstring bags
- Monitoring the sleep room temperature and ensuring it remains between 16-20°C at all times, where possible
- Ensuring babies and children over six months of age are always within sight and hearing of staff when sleeping, and are checked every 10 minutes.
- Ensuring babies under six months of age always have an adult with them in the same room for every sleep and are checked every five minutes
- *Ensuring babies who are new to the setting always have an adult with them in the same room for every sleep and are checked every five minutes until staff are confident with their usual sleep patterns and sleeping style.

Further considerations

- Well-fitted baby sleep bags may be used according to the manufacturer recommendations and with written parent permission
- All bedding will be cleaned, as required and at least weekly
- We will transfer any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- We will transfer a baby/child who is brought into nursery while sleeping, such as in a sling, carrier or car seat, to a safe sleeping surface to complete their rest
- Any baby/child who falls asleep in a buggy, pushchair or pram while out on a visit will be transferred to a safe sleeping surface to complete their rest on their return to the nursery; coats, hats, extra clothing and blankets will be removed as soon as they are inside, even if this means waking them
- We have a No smoking/vaping policy which includes the requirement for staff to change their clothes and wash their hands after smoking/vaping. In addition, we require staff to wait for 30 minutes after smoking/vaping before holding babies or children, even with a change of clothes.

We ask parents to complete forms on their baby's/child's sleeping routine with their key person when starting at nursery; these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery, i.e. babies sleeping on their tummies or in a sling, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so. In such cases, we

[10] https://www.lullabytrust.org.uk/baby-safety/baby-product-information/dummies/

would ask parents to provide written permission to adopt a different position or pattern for their baby/child.

We recognise parent knowledge of their baby/child with regard to sleep routines and will, where possible, work together to ensure individual sleep routines and well-being continue to be met. However, staff will not force a baby/child to sleep or keep them awake against their will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than having one set sleep time for all children. We create an environment that helps to settle children that require a sleep, for example dimming the lights or using soft music, where applicable. We will maintain the needs of the children who do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with other rooms or groups of children.

Staff will discuss with parents any changes in sleep routines at the end of the session and share observations and information if they do not receive enough sleep.

Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins[11], while working with parents to maintain their sleep routines and well-being.

[11] https://www.lullabytrust.org.uk/baby-safety/premature-babies-and-multiples/twins-and-multiples/

79: Bereavement Policy

Legislation

- The Parental Bereavement Leave and Pay Act

At Small Wonders Day Nurseries Ltd we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.org 116 123

Priory: www.priorygroup.com 0808 138 8680

Child Bereavement UK: www.childbereavementuk.org 0800 02 888 40

Cruse Bereavement Care: https://www.cruse.org.uk 0808 808 1677

British Association of Counselling: www.bacp.co.uk 01455 883300

SANDS: https://www.sands.org.uk/ 0808 164 3332

Death of a Child

If an employee experiences the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, the employee will be entitled to two weeks paid leave; subject to meeting the eligibility criteria having been employed for at least 26 weeks.

If the period of Parental Bereavement Leave is to be taken around the same time as another period of family leave, the employer will seek legal advice regarding the employee's individual circumstances at the time of the bereavement.

Support will be given, including making reasonable adjustments on the return to work and further ongoing support, as required.

80: Nutrition and Mealtimes Policy

At Small Wonders Day Nurseries Ltd we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times.

We are committed to offering children healthy, nutritious and balanced meals and snacks, which meet individual needs and requirements, following the Department for Education nutrition guidance[12].

We ensure that children's food is prepared and provided in line with children's individual needs, developmental stage and any agreed care or allergy plans and that staff are able to understand and consistently apply arrangements for managing allergies, food intolerances, dietary requirements and choking risks.

This policy should be read in conjunction with the Allergies and allergic reactions policy.

Our approach to food and healthy eating

- A balanced and healthy breakfast, midday meal, tea and two daily snacks are provided for children attending a full day at the nursery
- Menus are planned in advance and in line with example menu and guidance produced by the Department for Education (copies can be provided on request). These are rotated regularly, reflect cultural diversity and variation and are displayed for children and parents to view; parents and children are involved in menu planning
- Menus include at least five servings of fresh fruit and vegetables per day
- We provide nutritious food at all snack and mealtimes, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings
- Quantities offered take account of the ages of the children being catered for, in line with recommended portion sizes for babies and young children.

Sustainability

- To provide cost-effective foods, we purchase staple long-life ingredients in bulk, use frozen or tinned fruit and vegetables if appropriate, prepare home-made sauces using raw ingredients, and use left-over foods where possible
- We plan menus to ensure that fruits and vegetables are seasonal and at their cheapest, we use a variety of meat, fish and vegetable alternatives

Mealtime environment

- Children are supervised appropriately while eating, including being within sight and hearing of staff, and supported to eat safely
- No child is ever left alone when eating or drinking to minimise the risk of choking, and a qualified paediatric first aider is always present during meal and snack times
- Staff set a good example, and demonstrate good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meal and snack times children are encouraged to use appropriate table manners and staff promote conversation to support social development
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drinks, and feeding themselves

12 https://bit.ly/EYFS_nutrition_guidance

- Any child who shows signs of distress at being faced with a meal they do not like will have their food removed without any fuss. If a child does not finish their first course, they will still be given a helping of any second dish
- Children not on special diets are encouraged to eat a small piece of everything
- Children who refuse to eat at the mealtime are offered food later in the day
- Children are given time to eat at their own pace and are not rushed.

Drinks

- Only milk and water are provided as drinks to promote oral health
- Fresh drinking water is always available and accessible. It is frequently offered to children and babies, and intake is monitored
- In hot weather staff will encourage children to drink more water to keep them hydrated.

Baby feeding and weaning

- We follow babies' individual feeding patterns following conversations with parents. We regularly review these to ensure they continue to meet the baby's needs
- We feed babies responsively according to their needs and support mothers with breastfeeding, through providing suitable places to breastfeed in the setting and making provision for expressed breast milk
- We prepare infant formula milk if required, following NHS guidelines
- Weaning is introduced in collaboration with parents, including discussions about the stage their baby is at, the types of foods and textures their baby is eating at home and how these are presented to the baby; no assumptions are made based on the age of the baby. We follow the NHS Best Start in Life weaning guidance[13]
- The nursery provides parents with daily written records of feeding routines for children under 3 years.

Commercial baby food and drink

- We provide fresh food for babies and do not use pre-made commercial baby food or drinks

Management of food allergies and dietary needs

- Individual dietary requirements are respected. Before a child joins the nursery, we gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has, and any special health requirements. All information is shared with staff involved in preparing and handling food
- Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary/allergy plan for their child. This will be regularly reviewed and any changes shared with all staff
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks
- At each meal and snack time, we ensure a nominated practitioner is responsible for checking that the food being provided meets all the requirements for each child
- Where appropriate, discussions will also take place with children about allergies and potential risks to make them aware of the dangers of sharing certain foods

13 https://www.nhs.uk/best-start-in-life/baby/weaning/

- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of their diet or allergy.

Provision for cultural and dietary preferences

- Where possible, we provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones
- Cultural differences in eating habits are respected.

Learning about food and cooking with children

- Staff support children to make healthy choices and understand the need for healthy eating
- We promote positive attitudes to healthy eating through play, growing, shopping and cooking opportunities and discussions.

Celebrations and special occasions

- We will sometimes celebrate special occasions with treats such as cake, sweets or biscuits. These will be given at mealtimes to help prevent tooth decay and not spoil the child's appetite
- We allow parents to bring in individually wrapped cakes/treats on special occasions.
- We consider celebrating with alternatives such as stickers and badges, bubbles, fruit platters, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song, and so on
- We ensure that all food brought in from parents meet health and safety requirements and that ingredients are listed, following the Food Information for Consumers (FIR) 2014.

Food safety and hygiene

- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- All staff are trained in preparing foods safely to avoid the risk of choking, following the Foods Standards Agency guidelines
- All staff are aware of the symptoms and treatments for allergies and anaphylaxis
- All staff are aware of the differences between allergies and intolerances, including that they need to maintain vigilance as children can develop allergies at any time
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

Food brought from home

- We do allow children to bring packed lunches into the setting. We provide parents with guidelines for nutritious content and signpost to the NHS packed lunch guidance: https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/ See Appendix A
- We share the Food Standards Agency choking hazards guidance to support parents to prepare foods to reduce choking hazards
- We request parents use ice packs
- We do not provide reheating services for children's packed lunches
- Children's lunch boxes are checked prior to giving the contents to the children to ensure any risks from potential allergens or choking hazards are managed.

Our policy is developed in partnership with parents, staff and children and reviewed on a regular basis.

Appendix A

Food Guidance for Parents and Carers

Meals provided by the nursery must adhere to Government guidance to ensure children are offered healthy and nutritious meals. We therefore require food provided by parents for their children to also meet these requirements. We have created a table to help with deciding what to include for your child's meals at nursery:

✓ **Healthy lunch tea and snack ideas**	✗ **Save for treats at home**
Wholegrain/Wholemeal Rolls, Bread, Pitta, Chapatti, Pasta, Crackers or Bread Sticks	Pastry Products such as pies and Sausage rolls Jam and Sweet Spreads
Fruit and Vegetables (please ensure these are cut into suitable size pieces to avoid a risk of choking) Early Years Food Choking Hazards NHS Fruit Portion Guidance	Fruit Winders Dried Fruit
Dairy Cheese, Low Sugar Yogurts	Chocolate Biscuits or Bars Cakes
Beans, Pulses, Fish, Eggs and Meat These are all good sources of protein	**Nuts** Processed Meat such as Pepperami
Drink Water	Fruit juice or fizzy drinks

Please ensure that your child's lunch box and water bottle is clearly labelled with their name. Containers should be easy to open to promote your child's independence. Please clearly label which meal/snack each container is for. Please use insulated lunch bags with ice packs as we do not have the facility to refrigerate lunch boxes.

Useful links for further information:
NHS Lunch Box Guidance
Food for Life Pack Lunch Guidance

81: Food Play Policy

At Small Wonders Day Nurseries Ltd we ensure any food we use for play with the children is carefully supervised. We will also use the following procedures to ensure children are kept safe:

- We will also use the following procedures to ensure children are kept safe:
- Choking hazards are checked and avoided
- All allergies and intolerances will be checked and activities will be adapted to suit all children's needs, so no child is excluded
- Children's allergies will be visible to staff when placing out food play activities to ensure all needs are met
- Any cooking activities will be checked prior to start to ensure all children are able use all the ingredients based on their individual needs
- We will not use whole jelly cubes for play. If we do use jelly to enhance our play, then all jelly will be prepared with water as per the instructions and then used
- Heat treated flour will be used, where appropriate, to reduce risk of infection
- Small objects such as dried pasta and pulses will not be used for younger children
- Dried food that is used for play will be kept away from food used for cooking, and utensils used for food play will be washed thoroughly and stored separately to utensils used in food production or at mealtimes
- Foods that are cooked and used for play which have limited shelf life (such as dough) will be replaced on a regular basis. Cornflour, cooked pasta and cooked rice will be discarded after use due to the high risk of bacteria developing
- Food used for play will be presented in ways that clearly distinguishes it from food intended for eating - for example in tuff trays, with added food colouring, raw, etc. Children are discouraged from eating play food, and from putting equipment and utensils in their mouths. We will not use food in play unless it enhances the opportunities children are receiving from the activity. Much of the food will be reused in other activities, especially the dry materials.

83: Screen Use Policy

This policy sets out how Small Wonders Day Nurseries Ltd manages screen use with babies and young children, in line with government guidance[14]. We support children's learning, development, health and well-being by ensuring that any screen use is limited, purposeful, age appropriate and safely supervised.

This policy should be used in conjunction with the Safeguarding children and child protection policy, Online safety policy, Mobile phone and electronic device use policy and Acceptable internet use policy.

This policy applies to all staff, students, volunteers, agency staff, visitors and anyone else working with children at the setting. It covers all screen-based devices used with or around children, including tablets, computers, mobile phones, televisions, interactive whiteboards, smart watches, gaming devices, e-readers and toys with screens.

Our aim is to make sure screen use does not replace the experiences young children need most, such as play, movement, sleep, real-world exploration, communication and responsive adult interaction. We recognise that high quality educator-child interaction is central to children's learning and development.

Our approach to screen use
We take a precautionary approach to screen use and recognise the government advice whereby:

- Children under two years old will only use screens in exceptional circumstances
- Children aged two to five will only use screens for short, planned activities and screen use will be kept well within recommended daily limits.

Staff will consider that children may already use screens at home. For this reason, screen use in the setting will be limited and will not be part of routine daily practice unless there is a clear and agreed reason and when there is a clear purpose, with the activity supporting children's learning, communication, inclusion or well-being.

Screen use will not replace adult interaction, active play, stories, songs, outdoor learning, creative activities or time with other children.

Children with SEND, communication needs or English as an additional language
Some children may benefit from screen-based assistive technology or digital resources that support communication, access, inclusion or well-being. Decisions will be made on an individual basis, using professional judgement and in partnership with parents, carers and relevant professionals.

In recognition of this, screen-based assistive technology used by these children is treated differently, when it is being used in order to meet their specific needs.

Planning screen use

[14] https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use

Screen use must be planned in advance so staff are clear about why it is being used and how it will support learning or development, having a clear learning, communication or inclusion purpose. Staff will consider whether the same aim could be met through a screen-free activity.

When screens are used the activity will be led by an adult and kept short. Children will not be left to watch or use screens alone or with other children without adult co-engagement. Staff will talk with children, ask questions, invite comments and encourage children to think, predict, respond and take part.

In addition:

- ✓ Screens will never be used to occupy children, manage behaviour or calm children as a routine strategy
- ✓ Screens will not be used during mealtimes, within an hour prior to a sleep period or be left on in the background
- ✓ We identify *screen-free areas or *times of day to protect play, interaction, movement and rest
- ✓ We will prioritise screen-free activities wherever possible
- ✓ Screens will be switched off when the planned activity ends.

Choosing safe and suitable content
All digital content must be checked by a member of staff before it is used with children:

- We will not rely on an app, programme, video or tool being labelled as educational or child-friendly
- Content must be age appropriate, safe, calm and suitable for the children's stage of development
- We will avoid fast-paced, over-stimulating content, adverts, autoplay, scrolling feeds and algorithm-driven platforms
- We will not use artificial intelligence tools, AI-enabled toys or AI features directly with children unless this has been agreed by the manager and a risk assessment has been completed.

Safeguarding and online safety
Screen use and digital devices are managed in line with other relevant policies and procedures.

Any concerns about online safety, unsuitable content, device use, images or children's welfare will be reported to the designated safeguarding lead (DSL) without delay and recorded in line with our safeguarding procedures.

Working with parents and carers
We will share this policy with parents so they understand how, why and when screens may be used.

Staff will offer practical, non-judgemental information where parents ask for support with screen use at home. We recognise that screens are part of everyday life and so will focus on positive messaging, such as shared viewing, limiting passive screen use, protecting sleep and mealtimes and offering screen-free alternatives.

Staff training and responsibilities
Leaders will involve staff with knowing how to plan safe and purposeful screen use, how to check content and how to respond to safeguarding or online safety concerns.

The manager or designated safeguarding lead will monitor practice, review any concerns and ensure the policy remains consistent with current statutory requirements and guidance.

83: Parents as Partners Policy

At Small Wonders Day Nurseries Ltd we welcome all parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.

The key person system supports engagement with all parents and we use strategies to ensure that all parents can contribute to their child's learning and development. We ask parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. We encourage parents to support and share information about their children's learning and development at home and the key person seeks to engage them in guiding their child's development at home too. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure nursery documentation and communications are provided in different and accessible formats
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times on the nursery website
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days and parents' evenings
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters and the nursery website
- Operate a key person system to enable parents to establish a close, working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts and updates as they transition through the setting
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings will be held annually. The nursery consults with parents about the times of meetings to avoid excluding anyone

- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints procedure
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

84: Key Person Policy

A Key Person is someone who helps your baby or child to become familiar with their early years setting and to feel confident and safe within it. They will develop a bond with your child and offer a settled, close relationship. This is important because when children feel happy and secure they are confident to explore and to try out new things.

The Key person is responsible for small groups of children, their aim being to form a strong bond with the children when they first come to the nursery, to look after them during their settling in time and to provide support while at the nursery. We strongly encourage all staff to take responsibility for knowing the children's routines.

There will be times when the key person is on holiday, unwell or on a different shift, therefore, it is important for the children to retain a strong attachment to the rest of the staff. A secondary key person is chosen to look after the children during these times of absence, known as a Key Buddy.

When a child joins Small Wonders or during transition through the nursery the parents are introduced to their child's Key Person during their first settling in session. The role of the key person is to build a relationship with the child and family and to be their point of contact within the nursery.

A Key Person is the important link between home and the early years setting.

They will:

- share with you what your child has been doing during the day and hear what they can do at home
- identify where and when your child might need additional support
- help maintain familiar surroundings whilst offering challenge and support
- provide opportunities for your child to express their feelings and emotions, and to build healthy emotional attachments with adults and other children.

They will:

- work alongside you, as a parent, listening, valuing and sharing your wishes
- tune into your child's changing needs and requirements
- respect the rights of your child
- encourage independence through a responsive environment
- offer individualised, flexible care
- advocate children's wishes, feelings and needs
- jointly support planning any additional support, if a child has more complex needs.

85: Separated Family Policy

At Small Wonders Day Nurseries Ltd we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support the child's/children's emotional well-being and report any significant changes in behaviour to the parent. Parents are signposted to relevant services and organisation for support for the whole family, where required.

Parental responsibility
While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

England
If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

Be aware of different types of family arrangements and seek further advice from a solicitor, NDNA legal helpline or children's social care if required.

Nursery registration
During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.
We request these details on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position
- We will seek legal advice in the case of any disputes regarding the care or collection and sharing of information, where required, to ensure we meet all legal requirements.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager and/or key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask the nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

86: Complaints and Compliments Policy

At Small Wonders Day Nurseries Ltd we strive to provide the highest quality of care and education for our children and families and believe that all parents are treated with care, courtesy and respect.

We hope that at all times parents are happy and satisfied with the quality and service provided and we encourage parents to voice their appreciation to the staff concerned and/or management. We record all compliments and share these with staff.

We welcome any suggestions from parents on how we can improve our services, and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the nursery.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding Children and Child Protection Policy.

Internal complaints procedure

Stage 1
If any parent should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person or a senior member of staff or room leader. If this is not resolved, we ask them to discuss this verbally with the manager.

Stage 2
If the issue still remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within 28 working days. The manager will document the complaint fully, the actions taken and the outcome in relation to it in the complaints log book. (Most complaints are usually resolved informally at stage 1 or 2.)

Stage 3
If the matter is still not resolved, the nursery will hold a formal meeting between the manager, parent and a senior staff member to ensure that it is dealt with comprehensively. The nursery will make a record of the meeting and document any actions. All parties present at the meeting will review the accuracy of the record, and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure.

Stage 4
If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted whenever they have a concern, including at all stages of the complaints procedure, and information on how to contact Ofsted is displayed in the setting. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the

nursery's registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, outcomes of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

The record of complaints is made available to Ofsted on request.
We will follow this procedure for any other compliments and complaints received from visitors to the provider, where applicable.

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 4666

For more information about Ofsted's role see:
https://www.gov.uk/government/organisations/ofsted/about

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents and/or carers of children attending on a regular basis.

87: Conflict Resolution with Parents and Aggressive Behaviour Policy

At Small Wonders Day Nurseries Ltd we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising.

If as a parent you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face to face confrontation.

Calls of an aggressive/abusive manner
The call taker receiving a call leading to abusive/aggressive will remain calm and professional and ask them to follow the complaints policy. If the abuse continues the call taker will end the call. Abusive and aggressive calls will be logged with an outline of the conversation.

Emails of an aggressive/abusive manner
The responder will ask the parents to come into the setting to speak in person, as per our complaints policy. If the emails persist the manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

Social Media
If slanderous or abusive messages appear on any social media sites we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our complaints procedure. If slanderous or abusive messages continue we will seek legal action against the complainant.

In the event that any person inside the nursery starts to act in an aggressive manner at the nursery, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Remain composed and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour
- If the aggressive behaviour continues or escalates we will contact the police in order to ensure the safety of our staff team, children and families
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken
- Any aggressive behaviour from a parent could result in the withdrawal of a place for the children. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff
- Management will provide support and reassurance to any staff member involved in such an incident

- Management will signpost parents to organisations or professionals that can offer support if applicable.

This policy will be followed in the event of any other visitors or member of the public displaying this type of behaviour either by phone, email, social media or in person.

88: Access and Storage of Information Policy

At Small Wonders Day Nurseries Ltd 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 main entrance hallway 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 main entrance hallway. All parent, child, staff and visitor information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand 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.

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 six 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, following the Local Authority procedure.

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 pass these on to the child's new educational establishment e.g. school. In the event that we are not informed of the child's new placement, we will keep the records 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 until the child reaches the age of 21 years and 3 months.

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.

Complaints record book – 7 Years

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 GDPR Privacy Notice which can be found on the nursery website.

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.

This policy will be reviewed annually and amended according to any change in law or legislation.

89: Admissions Policy

At Small Wonders Day Nurseries Ltd we care for children between the ages of 0-11 years.

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions we are mindful of staff: child ratios and the facilities available at the nursery.

The nursery use the following admission criteria.

- Availability of places, taking into account the staff/child ratios, the age of the child and registration requirements
- Children who have siblings with us
- When the application is received (priority is given to those who have been on the waiting list the longest)
- The nurseries ability to provide the facilities for the welfare of the child, including appropriate staffing arrangements
- Extenuating circumstances affecting the child's welfare or the welfare of their family
- Looked after child
- A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery
- A vulnerable child with either a Child Protection or a Child in Need Plan, or in receipt of other local authority support

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability. We operate a waiting list and places are offered on an availability basis.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

90: Arrivals and Departures Policy

At Small Wonders Day Nurseries Ltd we give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of children, parent/carers, visitors, employees, volunteers and students.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's key person). The staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. Photo identification and a password are also required where possible for the designated adult. Parents are informed about these arrangements and reminded about them regularly. Other than the parent/s or legal guardian of the child, we do not allow anyone under the age of 18 to collect. If anyone under the age of 18 arrives to collect child, the parent/carer will be contacted.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent, e.g. meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box or fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated adult of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the late collection and non-collection of children policy).

On departure, the staff member releasing the child must mark the attendance register immediately marked to show that the child has left the premises.

The nursery has a facial recognition system installed to enable parents registered at the setting to gain entrance. Parents/carers will be informed and reminded not to allow any other person onto the premises when dropping-off or collecting, to ensure safety at all times.

In the unlikely event that someone gains unauthorised access to the premises and if it feels safe to do so, a member of staff will ask the person what the purpose of their visit is. If needed our lockdown procedure will be initiated by staff and the police will be called. (Refer to lockdown

procedure). In any cases where someone has gained unauthorised access to the premises we will revisit our arrivals and departures procedures and risk assessment.

Adults arriving under the influence of alcohol or drugs
Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors
For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g. in the visitors' book. Please refer to the supervision of visitors policy for further information.

Staff, Students and Volunteers
Staff, students and volunteers are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.

91: Late Collection and Non-Collection of Children Policy

At Small Wonders Day Nurseries Ltd we have morning, afternoon and full day sessions. Parents are able to collect their child from the nursery flexibly within this time period asking them to be no later than the agreed session end time. For all day sessions a collection time of no later than 7pm. We understand that some parents may arrive earlier to collect their child, which is acceptable. However, the full fees still remain in place for the allocated session times.

We give parents information about the procedures to follow if they expect to be late. These include:

- Calling the nursery as soon as possible to advise of their situation and expected time of arrival
- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after 15 minutes, which we allow for lateness, we initiate the following procedure:

- The nursery manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails the manager will try the emergency contacts shown on the child's records. Where possible, we request two or more emergency contact numbers for each child.
- The manager or staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team
- The nursery will inform Ofsted as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process
- In order to provide this additional care a late fee will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

Contact numbers:

Name	**Contact No**
Children and Families Operation Hub	0345 603 7627
Social Services Emergency Duty Team	0345 606 1212
Ofsted	0300 123 1231

92: Free Early Education Entitlement (FEEE) Policy

At Small Wonders Day Nurseries Ltd we currently provide FEEE places for children from nine months to four years old. When you register your child for their FEEE place we will discuss your needs and, as far as possible with availability and staffing arrangements, we will accommodate your wishes. These places will be allocated on a first come, first served basis, beginning the term following your child's eligibility.

FEEE is available for 38 weeks per year only with the option to spread it over 51 weeks. An allowance of 10 hours FEEE will be applied to between 9am-7pm. On FEEE days, when childcare is required before 9am there will a breakfast club fee of £14.33 for under 2 year olds and £13.33 for over 2 year olds. Days when FEEE are not applicable will be charged at the full day rate.

The nursery operates a 12 hour day. The hourly rate applicable to your child's age is the daily rate divided by 12 hours.

- Under 2 years £86 per day which equates to £7.16 per hour
- Over 2 years £80 per day which equates to £6.67 per hour

A voluntary contribution will be requested to cover consumables for meals and snacks, **during FEEE hours for children who are 3 and 4 years old**. The contribution will be £3 per meal and £0.70 per snack. Over the course of a full day there are 2 meals and 2 snacks so the voluntary contribution is £7.40 per day. If you choose not to pay the voluntary contribution for meals and snacks you may provide your own meals and snacks for the day, adhering to our food policy. An agreement will be drawn up to specify the days when meals will be required.

Example formula for invoice calculations

- Number of days per week x 12 hours per day x weeks attended in the calculation period
- Total attendance hours less FEEE hours applied for the calculation period (e.g. 30 hours per week x 38 weeks)
- Balance of hours x hourly rate applicable to child's age
- Plus consumables (for 3 & 4 yrs)
- Total will be divided into equal monthly payments for the calculation period

An example: Child age 3 years attending Tuesday, Wednesday and Thursday on a full time basis using 30 hours FEEE for 38 weeks
Bill Period 1st April -31st March

- 3 days x 12 hours x 51 weeks = 1836 hours
  1 days x 12 hours x 1 week = 12 hours
  Total = 1848 attendance hours
- Less FEEE hours applied
  - Summer term 30 hours x 13 weeks
  - Autumn term 30 hours x 14 weeks
  - Spring term 30 hours x 11 weeks
  - Total = 1140 FEEE hours
- 1848 attendance hours – 1140 FEEE hours = 708 hours x £6.67 per hour = £4722.36
- Plus consumables = 2 meals x £3 + 2 snacks x £0.75 = £7.40 per day
- 1140 FEEE hours divided by 10 hours a day = 114 days
- 114 days x Consumables at £7.40 per day = £843.60
- £4722.36 + £843.60 = £5565.96 divided into 12 equal monthly payments of £463.83

For information about support with Childcare Costs visit
https://www.beststartinlife.gov.uk/childcare-early-years-education

93. Attendance Policy

At Small Wonders Day Nurseries Ltd we believe good attendance plays a fundamental role in supporting children's educational achievement, well-being and in keeping children safer. Establishing regular routines for young children supports the settling-in process and enhances their sense of security and belonging. When a child has a part-time place, regular attendance is especially important.

This policy outlines the procedures to promote and monitor attendance and those that will be followed if a child is absent from the setting. We wish to create a culture where good attendance and punctuality is valued by all and so will work with parents to work together to remove barriers to attendance. We recognise that sometimes families may need extra support with attendance, therefore effective communication is essential between parents and the key person, who may be able to offer advice and support or referrals to other agencies who may be able to help, such as the health visiting team, portage or early help.

To promote good attendance, we will:

- Share our attendance expectations with parents prior to admission, including conveying clearly to parents that regular attendance and punctuality
    - Is expected
    - Is in the child's best interest, and
    - That unexplained absence will be investigated
- Keep records of attendance to enable monitoring and evaluation so that emerging patterns are addressed
- Foster a positive attitude to good attendance by quickly responding to children's absence while also recognising and celebrating, 'good' and 'improving' attendance
- Target attendance where there has been an issue and aim to set in place strategies and techniques to support improvement.

Whilst attendance at nursery is not statutory, authorised absence will be granted in the following circumstances, where parents inform the nursery on the first day of absence or prior to the first day of absence:

- Illness of the child
- Illness of siblings or parents
- Bereavement
- Health services appointments
- Holidays, including extended visits to family overseas
- Religious observance
- Emergency or exceptional circumstances.

Monitoring attendance

Records of children's attendance are accurately kept and regularly monitored to ensure that we can identify any potential problems and look for patterns. All managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect, and appropriate action is taken when children stop attending. While we are aware that attendance is not statutory, we recognise that non-attendance could be an indicator of other concerns. All managers and staff are particularly aware of the need to monitor groups such as those who are considered to be vulnerable learners.

Procedures to record, monitor and follow up non-attendance
Every child will be marked on the register as attending at the time they arrive at nursery, if they do not arrive at their normal time they will be marked as absent.

Non-attendance:

- If a child is absent and we are informed of their reason for absence this will be recorded on the register
- If a child is absent without an explanation a telephone call (to priority and secondary numbers, e.g. home and work) will be made to the main carer to establish the reason for the absence
- If no contact is made, then we will follow this process:
    a. Contact any second main carer (to priority and secondary numbers, e.g. home and work)
    b. Contact the first emergency contact number
    c. Contact the second emergency contact number.
- If contact cannot be made by telephone call, a home visit may be carried out and a contact postcard will be posted through your door if there is no response
- If there continues to be no contact and there is cause for concern, the health visiting service and/or the Children and Family service will be contacted to ascertain if family support may be needed
- In more urgent cases, the police may be contacted to carry out a welfare check.

Leaving the nursery
If you decide to withdraw your child from the nursery, please see our Parent Contract and Terms and Conditions for notice periods. This will ensure that we remove your child from our systems and therefore will not expect them to attend.

If your child is transitioning to another early years provider or school, please provide us with the details of the new setting so that we can transfer essential information, such as their funding eligibility code.

94. Physical Activity Policy

At Small Wonders Day Nurseries Ltd we aim to promote the health and well-being of the whole setting through encouraging physical activity and providing consistent messages to children, parents and staff.

We are aware that children of all ages should be active. Being active is important for children under five because it helps them to build and maintain a good level of health; physical activity is essential for growth and development. Children under five need time to play and learn new skills; the early years are also an important time to establish good habits relating to physical activity.

We follow the guidelines set out by the Chief Medical Officer regarding how much physical activity children under five should be taking part in:

Children who are not yet walking

- Physical activity should be encouraged from birth, through floor-based play, reaching, grasping, rolling etc. Babies should also have 30 minutes tummy time everyday, spread throughout the day

Children who are confident walkers

- Children should be physically active for at least three hours throughout the day. For preschoolers, 60 minutes of this time should be moderate to vigorous activity.

Our nursery curriculum includes planning our indoor and outdoor activities. For children who cannot walk, we encourage movement through the use of treasure baskets and floor play which helps encourage children to reach and grasp.

We encourage the children to participate in dance and movement. We ensure that the children have as much time outdoors as possible.

Physical activities are planned to ensure children are taught the skills they need as well as the children having child initiated, free-flow play. They are able to be creative with these resources in a stimulating and safe environment.

We conduct risk assessments, both internally and for off-site visits to ensure the safety of all the children in our care.