



Introduction, Overview and Aims

Our aims are :

- To enhance the development and education of children under statutory school age in a parent-involving, community based group.
- To provide a safe, secure and stimulating environment.
- To work within a framework which ensures equality of opportunity for all children and families.

We offer your child :

- A specially tailored curriculum leading to approved learning outcomes.
- Individual care and attention made possible by a high ratio of adults to children.
- Fun and friendship with children and other adults.
- Opportunities for you and your family to be directly involved in the activities of the group and in your child's progress.

Our Pre-School meets at the following times during term time :

Monday	9.15am to 12.15pm
Tuesday	9.15am to 12.15pm
Wednesday	9.15am to 12.15pm
Thursday	9.15am to 12.15pm
Friday	9.15am to 12.15pm

Our Pre-School offers education and care for children below school age and over the age of 2 years 6 months, we also have a limited number of places for children aged 2 who qualify for the government funding.

All our policies are designed to offer the best possible experience for the children and families in the group. See Page 92 for full details of policy making and review procedures.

Management and Administration

Decision Making

The pre-school is run by an elected committee, which ensures that major decision making is in the hands of parents who use the group. The Committee is responsible for reviewing both policy and practice, and for the employment and appraisal of members of staff. Our Annual General Meeting, at which the Committee for the following year is elected, is held in the summer term and parents will be informed in good time so they are able to attend.

Fees

Fees are payable half termly in advance and are non refundable. Alternative arrangements for fee payment can be made, as necessary, after discussion with the Treasurer or Administrator. Fees continue to be payable, and government funding claimed, if a child is absent without notice or for a short time, we require a notice period of 4 weeks. Each child's attendance at the group is conditional upon continued payment of any due fees and/or Government Nursery Funding. Please refer to the fees policy for full details.

Adult Resources

We adhere to the national guidelines for adult to children ratio at all times. This ensures individual attention to the needs and development of each child.

Staff

The regular staff in the group are:

Sarah Laughton	Supervisor
Alison Canning	Deputy Supervisor
Natasha Sage	Assistant Supervisor

Mel Pope
Wendy Brake

Assistant Supervisor
Administrator

In addition we have a casual pool of staff and parent helpers who are prepared to help out in an emergency if staff members are sick or indisposed.

Record Keeping

We implement an excellent record keeping system in which observations of the children in the group and at home are used as a basis for drawing up a curriculum for each child.

All records kept, both written and on computer, are covered by the Data Protection Act. All records are confidential but are available for parents to see on request.

Training

We ensure that we are constantly in touch with new thinking in the field of child education. We receive information, advice and details of publications, from many appropriate sources.

In addition, on-going training is available through the Pre-school Learning Alliance and Norfolk Early Years Support Network courses. Other local courses also provide a source of support for staff, committee and parents. Details are made available to all. All staff are expected to undertake training as deemed necessary by the supervisor or Norfolk Children's Services, this forms part of their employment contract.

Special Needs

The number of adults present in the pre-school enables us to provide individual attention for each child. Each child is able to progress at his/her own rate in all areas of development, and this is true for children with and without disabilities or learning difficulties. We are experienced at working in close liaison with professionals across the range of special needs. If you would like to discuss the group's ability to meet your child's special needs, please talk to our SENCO whose name can be found on the Notice Board.

Our full Special Needs Policy is enclosed within this document.



Section 1

Safeguarding and Promoting Children's Welfare

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Safeguarding Children and Child Protection

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Child Protection Policy and Procedures

We intend to create an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. In order to achieve this we will:

Exclude known abusers

It will be made clear to applicants for posts within the pre-school that the position is exempt from the Rehabilitation of Offenders Act 1974.

All applicants for work within the pre-school will be interviewed before an appointment is made and asked to provide at least two references. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.

All appointments will be subject to a probationary period which will not be confirmed unless the pre-school is confident that the applicant can be safely entrusted with children.

All applicants are subject to a thorough check by Norfolk Social Services/DBS check.

Seek and supply training

We will notify staff of training opportunities for all involved in the group to ensure that they recognise the symptoms of possible physical abuse, neglect, emotional abuse and sexual abuse. All staff have received child protection training.

Prevent abuse by means of good practice

Adults will not be left alone for long periods with individual children or with small groups. An adult who needs to take a child aside - for example for reflection time after behaviour which needs improvement - will not leave the room.

Only paid staff or the child's own parent/carer may accompany a child to the toilet/change a nappy. A child is never taken into a closed toilet area on a 1 to 1 basis. The staff always use the child friendly toilet area with the door open. Staff will always advise another member of staff they are helping a child in the toilet or changing a nappy. All nappy changing takes place on a suitable mat in the corridor area in full view of the main hall. Key persons are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'. Key persons do not make inappropriate comments about children's genitals when changing their nappies. Children are encouraged to be independent in their own self care if able to do so. They may use the toilet unaccompanied by an adult, but only one child is allowed in the toilet at a time. Children ask a staff member before leaving the room at any time.

Whilst at the setting, parents/carers must not pick up, carry or cuddle anyone else's child unless they have asked the permission of that child's parent/carer, AND the staff have been made aware that permission has been granted.

Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have self confidence and the vocabulary to resist inappropriate approaches.

The layout of the playroom will permit constant supervision of all children.

Be aware that abuse can take various forms;

- Sexual
- Physical
- Emotional

And its possible effects on behaviour/demeanour.

Termly one-to-one supervision meetings are used to give staff opportunities to discuss safeguarding issues confidentially. (also refer to our supervision policy page 81)

Respond appropriately to suspicion of abuse

Significant changes in a child's behaviour/appearance will be investigated.

The nursery will always follow the procedures as outlined by the Norfolk Safeguarding Children's Board.

Parents will normally be the first point of reference, though suspicions will also be referred as appropriate to the CADS (Children's Advice and Duty Service) team, after consultation with the named Child Protection worker / Safeguarding Lead Practitioner.

All such suspicions and investigations will be kept confidential, shared only with those who need to know. The people most commonly involved will be the member of staff, the Supervisor and the Committee Chair.

Keep records

Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, a specific and confidential record will be set up, quite separate from the usual on going record of the child's progress and development. This record will include, in addition to the name, address and age of the child: timed and dated observations, describing objectively the child's behaviour/appearance, without comment or interpretation; where possible, the exact words spoken by the child; the dated name and signature of the recorder.

Such records will be kept in a separate file and will not be accessible to people in the pre-school other than the pre-school supervisor, Chair or other member of staff as appropriate.

The nursery also keeps records regarding incidents and existing injuries. These forms are kept in a separate binder and reviewed regularly by the CAD SLP. Compares existing injury incidents and register together.

Liase with other bodies

The pre-school operates in accordance with local authority guidelines. Confidential records kept on children about whom the pre-school is anxious will be shared with the CAD team if the pre-school feels that adequate explanations for the changes in the child's condition have not been provided.

If a report on a child is to be made to the authorities, the child's parents will not necessarily be informed at the same time as the report is made if it is felt this will place the child in immediate danger.

The group will maintain on going contact with the registering authority, including names, addresses and telephone numbers of individual social workers, to ensure that it would be easy, in an emergency, for the pre-school and the CAD team to work well together.

Nursery will keep its own written record of any conversation with the CADS team. An email transcript of any conversation between the nursery and the CADS team will be provided by the CADS team.

Records will also be kept of the local NSPCC contact or other contact(s) as appropriate.

The pre-school has appointed a named Safeguarding Lead Practitioner (Child Protection Officer) from the staff to whom any concerns are reported. This person is Alison Canning, her deputy is Jo Runeckles. Both have completed the appropriate training.

Supporting Families

The pre-school will take every step in its power to build up trusting and supportive relationships between families, staff and volunteers in the group.

Where abuse at home is suspected, the pre-school will continue to welcome the child and family while investigations proceed.

Confidential records kept on a child will be shared with the parents, unless doing so would place the child at further risk.

With the proviso that the care and safety of the child must always be paramount, the pre-school will do all in its power to support and work with the child's family.

Useful Numbers	CADS Professional Line	0344 800 8021
	CADS Public Line	0344 800 8020

PLEASE SEE APPENDIX 1 FOR DEFINITIONS OF ABUSE

In addition to this overview of our safeguarding procedures you should also read the policies in the rest of this section 'Safeguarding Children' together with the 'Suitable People' section policies and the E-Safety Policy to find more detail relating to our commitment to safeguarding children.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20th June 2006, revised February 2013, reviewed Nov 13, Revised Jan 14, revised Jan 2015, Revised Jan 2017
Review Date	Reviewed April 2021, and then reviewed annually

Confidentiality and Data Protection, and Client access to Records

The pre-school work with children and families will sometimes bring us into contact with confidential information.

To ensure that all those using and working in the pre-school can do so with confidence, we respect confidentiality in the following ways:-

- Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
- Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/carers to the pre-school supervisor will not be passed on to other adults without permission.
- Issues to do with the employment of staff, whether paid or unpaid will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties or evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the pre-school supervisor and the Chair.
- Students on recognised courses observing in the pre-school will be advised of our confidentiality policy and required to respect it.
- All records, both written and on computer, are kept under the Data Protection Act 1998, GDPR Regulations 2018 and any other legislative requirements.

All the undertakings above are subject to the paramount committee of the pre-school which is to the safety and well being of the child. Please see also our policy on child protection.

Client access to records procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

- Parents can see the registration forms, any consent forms, childcare contracts and learning stories whenever they wish, they should make the supervisor and/or administrator aware.

If a child's records contains information from other agencies the following procedure should be followed :

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the supervisor.
- The supervisor informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The setting's supervisor prepares the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The supervisor goes through the file and remove any information which a third party has refused consent to disclose. This is best

done with a thick black marker, to score through every reference to the third party and information they have added to the file.

- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the supervisor, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006,
Review Date Reviewed April 2021, and then annually

Prevent Duty - Preventing Extremism and Radicalisation Policy

Under the Counter-Terrorism and Security Act 2015 we have a duty to have 'due regard to the need to prevent people from being drawn into terrorism.'

Our setting complies with The Prevent of Duty (June 2015) to protect all children from extremism , ie there is no place for extremism in our setting which is in opposition to British Values (see page 46).

The Safeguarding Lead Practitioner and their deputy make all staff aware of this following their Prevent Duty training. This means that all staff look out for and can recognise the signs of radicalisation.

Any prejudice, discrimination or extremist views including derogatory language by children or staff will always be challenged.

This will be supported through discussion with children and their families or staff where appropriate.

As part of this the staff will be alert to the following :-

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of the setting, such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Children exposed to extremist material online, including through social networking sites.
- Changes in behaviour, friendship or actions and requests for assistance, including long periods of unexplained absence.
- Local authority services, and police reports of issues affecting children in other schools or settings.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference whether secular or religious or, in line our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

Our setting will closely follow any locally agreed procedure as set out by the Local Authority and / or Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism

and radicalisation.

All staff will inform the necessary agencies if they suspect children are being exposed to terrorism.

1. Discuss concerns with SLP
2. Contact CAD and ask to discuss concerns regarding terrorism / extremism.
3. Can also contact the Police on 101 to talk in confidence about any concerns and gain access to support and advice.
4. Dept of Education has a dedicated telephone helpline (020 7340 7264) for staff to raise concerns relating to extremism directly. This is not intended as an emergency contact, such as a child being at risk but as a helpline. If a child is considered at risk the CAD team should be contacted.

Our setting is aware of and promotes British Values, democracy, Rule of Law, Individual Liberty and Mutual Respect and tolerance - promotion and inclusion of these are a tool-kit of anti-radicalisation.

This is outlined in our British Values Policy (see Page 46).

Lead Practitioner in our setting is Alison Canning, deputy Jo Runeckles.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	February 2017
Review Date	Reviewed April 2021 and annually thereafter

Safety Policy and Practice

- The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the pre-school will ensure that:
- All children are supervised by adults at all times and will always be within sight of an adult.
- A book is available at each session in which to record any accident/incident.
- Regular safety monitoring will include checking the accident and incident record.
- All adults are aware of the systems in operation for children's arrivals and departures and an adult will be at the door during these periods.
- Children will leave the group only with authorised adults. Only persons over the age of 16 may collect children.
- Safety checks on premises, both outdoors and indoors are made before every session.
- Internal safety gates/barriers are used as necessary.
- Outdoor space is securely fenced.
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios allow children and adults to move safely and freely between activities.
- Fire doors are never obstructed.
- All dangerous materials, including medicines and cleaning materials, are stored out of reach of children, and are stored in line with COSHH regulations.
- Children do not have any access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- The hot water available to children is temperature controlled to avoid the risk of injury.

- Fire drills are held at least twice a term.
- Adults do not take hot drinks out of the kitchen area.
- A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency during the session.
- A book is available at each session to record any visitors that enter the premises or children that may leave mid session.
- There is no smoking in the building.
- A correctly stocked first aid box is available at all times, located on the back of the door to the nursery equipment storage cupboard.
- Fire extinguishers are checked annually.
- A qualified First Aider is present at every session.
- Whenever children are on the premises at least two adults are present.
- Large equipment is erected with care and checked regularly.
- Activities such as cooking and energetic play receive close and constant supervision.
- On outings, the adult : child ratio will be as stated in the statutory welfare guidelines.
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
- The premises are checked before locking up at the end of the session.
- Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- Parents/carers are asked to be extra vigilant with regard to

equipment/materials which may pose a risk to a younger child in their care whilst on the premises.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed April 2021, and then annually

Door Safety Procedure

At Opening Times

A member of staff will stand by the entrance doors to meet and greet the parents and children, whilst walking into the nursery independently while the parents remain outside. Children will be registered as they enter the premises, and a note of the time made.

When all the children have arrived and the parents/carers have left the inner doors will be shut and bolted to secure the nursery area. The inner doors are bolted throughout the session. The outer door to the hall will be locked, with the keys being left in the door to allow a quick exit in the event of an emergency. The locking of the outer doors stops any possibility of anyone entering the village hall without the knowledge of the staff.

Visitors

When a visitor comes, a member of staff will ask for identification before allowing the visitor to enter the setting.

All visitors must sign the visitors book.

No visitors are left alone with the children.

When Leaving the Setting

The outer doors will be unlocked to allow the parents/carers to wait in the lobby.

The inner doors are unbolted and a member of staff will stand by the entrance.

A second member of staff will stand by the second set of doors to supervise the children and the parents/carers, to ensure that the children are collected by someone authorised to do so on their registration forms. If someone who has not met the staff before is asked to collect a child they should bring suitable photo identification with them. Children are only able to be collected by persons over the age of 16.

The member of staff at the entrance doors will register when the children leave the building, and a note of the time made.

All staff are to be particularly vigilant at opening and closing times to ensure the above security measures are met.

Signed
Print Name Chair of Committee
Date Adopted 11th November 2009
Review Date Reviewed April 2021, and then annually

Emergency Procedures Policy

In any incident importance should be given to:

- Care and safety of affected child/children and/or adults
- Care and safety of all non affected children and/or adults
- Communication of clear information to all parties that need to be informed of the incident.

Emergency Evacuation

If the hall is not suitable for use, eg because of bad weather or building fault, our emergency evacuation point is Little Melton Primary School. Children will be walked to the school site.

Little Melton Primary School will use the village hall as their emergency evacuation site. In this event we will move our children into the smaller bar area of the hall and allow the primary school to use the main hall. All parents will be called to ask them to collect their children.

A member of staff will be allocated to remain by the door to supervise the collection of our children, a representative from the school will supervise the release of their children.

Fire and Evacuation

Fire drill procedures with emergency map are displayed both in the hall and the main entrance. Fire drills are practised regularly, and recorded.

Supervisor Collect register and escort children and adults out of the building to the prearranged assembly point, the playing field. Take mobile phone.

Supervisor/Assistant Check cloakroom, kitchen and toilets. Close windows and doors.

Once assembled:

Supervisor/Assistant Phone emergency services. Use Factual Information Checklist to ensure clear communication of information.

Supervisor Take register and inform children/adults of incident. Identify injuries/vulnerable children/adults. Comfort and reassure as necessary.

Supervisor/Assistant Use list of emergency numbers to contact parents,

committee and staff. Priority given in communication to dealing with the injured. Phone Norfolk Early Years Support Network, if necessary.

Supervisor Record the incident when possible.

Evacuation from outside into the hall.

There may be an occasion when it is necessary for the children to be quickly taken back inside the hall when they are using the outside area as a group or part of the free-flow environment, eg when a suspicious character is noticed.

Supervisor or on duty
Member of staff Blow whistle to gain the children's attention. Advise the children to quickly return to the hall. Close and secure the doors.

Once assembled Collect register and first aid kit, and emergency contact list for parents and gather the children and staff into the committee room away from the doors and windows. Take telephone and call the emergency services, whilst another member of staff checks the register to ensure all attendees are accounted for. Reassure and comfort the children.

Supervisor/other staff
members Contact parents using the emergency contact list.

Supervisor Release the children into the care of their parents when advised by the police that it is safe to do so.
Record details of incident and co-operate with the authorities.

Unauthorised pick-up of a child

Supervisor If in any doubt, challenge the person for proof of authorization to pick up the child and refuse to let the child go. Phone the parent/emergency contact for clarification/confirmation. Phone the police, if necessary.

Assistant/Supervisor Supervise, in a safe place, the affected child.

Assistant/Parent Helpers Supervise the other children.

Supervisor Record the incident when possible.

Child not collected

Supervisor 15 minutes after the end of the session, phone all emergency contact numbers. If necessary contact Early Years Support for advice. If still no-one available after 30 minutes call CAD on 0344 800 8021.

Supervisor/Assistant Supervise, inform affected child. Comfort as necessary.

Supervisor Record the incident when possible.

Treasurer If a child is not collected 10 minutes after the end of the session, parents will be invoiced £5 per additional 10 minutes from then on.

Serious accident involving a child/children

First Aider/s Assess injuries, make the area safe. Stay with the child and accompany to hospital if parent/carer has not arrived.

Supervisor Phone emergency services. Follow Factual Information Checklist.

Supervisor Phone parent/s using emergency contact numbers. Give clear and specific information about the incident and the actions taken. Find registration document with parental consent.

Supervisor/Assistant Supervise, inform, explain and comfort unaffected children. Identify any vulnerable children. It is recommended that if possible the usual routine should be followed. If this is not possible all parents/carers will need to be contacted. Wording of information given out should be decided on before the calls are made.

Supervisor Record the incident and fill in the Accident Log Book. Contact the Early Years Support Network for advice if the incident is beyond the group's capability to cope alone.

Serious incident involving an adult

Deal with as above except: Phone the next of kin as the emergency contact. The adult can, if necessary, go to hospital unaccompanied. Ensure the child/adult ratio is maintained by calling in other

staff or committee members to assist.

Intruder

Supervisor	Approach the intruder (if it seems safe to do so) and politely explain that we are obliged to provide a secure environment with restricted access. Bear in mind the "intruder" is likely to be someone just requiring information about the Village Hall or the playgroup.
Supervisor/Assistants	Keep the children safe. If a threat is perceived, especially from the balcony, shepherd everyone into the bar area. Explain as appropriate to the children and adults.
Supervisor/Assistant	Phone the police if necessary. Follow Factual Information Checklist.
Supervisor	Report the incident when possible.

Sudden illness of a child

First Aider	Assess the child's condition.
Supervisor	Place the child in a secluded area with 1:1 supervision. Keep the child comfortable and explain the action to be taken.
Supervisor	Contact parents/carers using the emergency contact numbers. As necessary contact emergency services and follow procedure as for an accident. Record the incident when possible.

Should the child suffer from a particular medical condition, staff need to be aware of this from the Registration Form and may need to be trained in the correct procedures to follow (e.g. diabetes, epilepsy, severe allergic reaction, severe asthma attack). A Health Care Plan should be in place in writing, this having been agreed between the carer and supervisor, where appropriate, and the plan will be followed in a medical emergency.

Sudden illness of a member of staff

First Aider	Assess the adult's condition and place in a quiet area.
Supervisor	If necessary contact the emergency services and follow the

procedure as for an accident.
Contact the next of kin using the emergency contact number.
Ensure the child/adult ratio is maintained by calling out additional staff or committee members to assist.
Inform and reassure children of the situation if necessary.
Record the incident when possible.

Recommendation for all incidents

1. The Chairman of the Committee is required to inform the rest of the Committee about any given incident and if necessary act as spokesman for the group.
2. A mobile phone is available at all sessions and when out on visits.
3. A full list of emergency numbers, for all children and adults, is available with the register at all sessions.
4. Should all parents need to be contacted, one supervisor to contact half and another to contact the other half.
5. All communication details to be agreed before calls made to ensure clear and consistent information is passed on regarding the nature of the incident, the actions taken so far and any further action required.
6. Ofsted will always be informed of any serious incident.

Signed
Print Name Chair of Committee
Date Adopted Revised Jan 2017
Review Date Reviewed April 2021 and annually thereafter

Procedure for a Lost Child

If a child goes missing, the person in charge will :-

- Instigate a thorough search of the premises and Village Hall grounds, quickly and quietly without causing any panic amongst the other children.
- If the child is not found on the premises or in the grounds, the search area will be widened.
- If the child is still not found the parents will be contacted on the emergency numbers provided in the registration file.
- If the child is still lost the police will be contacted.

After the incident the following will occur :-

- A full review of the security procedures.
- Any amendments to our procedures will be made with the approval of the staff and the full committee.
- All parties will be informed of the incident, its outcome and any changes that are to be made.

Signed
Print Name Chair of Committee
Date Adopted 11th November 2009
Review Date Reviewed April 2021, and then annually

First Aid Policy

All our sessional staff are able to take action to apply first aid treatment when the need arises. All sessional staff have current first aid training, copies of the certificates are held in their staff files and are also available for parents on the information board, (included in the qualifications folder). Their training does include first aid training for very young children. Training is refreshed every 3 years.

Equipment Held On Site

The nursery currently has 2 first aid kits, one is held in the hall on the staff desk during sessions, the other is held in the shed in the outside area. The kits contain the following items:-

- Triangular Bandages x 4 (Sterile)
- Sterile dressings
- Small (formerly no 8) x 3
- Medium (formerly no 9 x 3
- Large (formerly extra large no 3) x 3
- Composite pack containing 20 assorted and individually wrapped plasters
- Sterile eye pads
- Safety pins
- Guidance card

The contents of the boxes are checked on a regular basis to ensure they are fully stocked with 'in-date' items.

In addition to the supplies in the boxes we also have disposable gloves, plastic aprons, masks and a cool pack for bumps.

The first aid boxes are easily accessible but are kept out of children's reach.

All accidents are recorded in the accident which is signed by the child's parent / carer on the day the accident occurs. Please see the emergency procedure policies for further details, including injury to child or adult.

You should also refer to our Health and Hygiene policy for full details regarding the administration of medications.

Signed
Print Name Chair of Committee
Date Adopted 7th July 2014
Review Date Reviewed April 2021 and annually thereafter

Information Sharing

We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- it is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of the supervisor, Child Protection Officer or Chair of Committee. The three critical criteria are:

- Where there is *evidence* that the child is suffering, or is at risk of suffering, significant harm.
- Where there is *reasonable cause to believe* that a child may be suffering, or at risk of suffering, significant harm.
- To *prevent* significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the 7 golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)*.

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
 - Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.

2. Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our setting we ensure parents:

- have information about our Safeguarding Children and Child Protection policy; and
 - have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. Seek advice when there are doubts about possible significant harm to a child or others.
 - Managers contact children's social care for advice where they have doubts or are unsure.
 4. Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.
 - Guidelines for consent are part of this procedure.
 5. The Supervisor is conversant with this and is able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information - if there are concerns regarding 'significant harm' the child's well being and safety is paramount.

In our setting we:

- record concerns and discuss these with the setting's *designated person* for child protection matters. Record decisions made and the reasons why information will be shared and to whom; and
 - follow the procedures for reporting concerns and record keeping.
6. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.

- Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. Reasons for decisions to share information, or not, are recorded.

- Provision for this is set out in our Record Keeping procedure

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden.

We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this registration process.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?

- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection policy.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	16 th February 2011
Review Date	Reviewed April 2021, and then annually

Outings

Children benefit from being taken out of the setting to go on visits or trips to suitable venues for activities which enhance their learning experiences. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

- A risk assessment is carried out before an outing takes place.
- Parents are always asked to sign a consent form at registration which covers all outings. Letters containing the full details of any trip together with drop off and collection instructions are given to parents prior to any trip.
- As a general rule parents are asked to take their children to the venue, but if the nursery does decide to transport the children together this will be in a suitable vehicle hired from Norfolk County Services. This ensures that the vehicles are suitably insured and fitted with suitable seating and restraints. Occasionally a staff member will be asked to transport a child when the parent is unable to do so, on these occasions a separate consent form is completed which clearly states that the staff members car has suitable insurance and child seats and restraints.
- On outings, the adult : child ratio will be as stated in the statutory welfare guidelines.
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed April 2021, and then annually

Complaints Procedure

We aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work with parents and the community and we welcome suggestions on how to improve our group at any time.

Making concerns known

A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the pre-school Supervisor.

If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the pre-school Supervisor and the Chair of the Committee. An agreed written record of the discussion should be made and signed by those present.

Most complaints should be resolved informally or at this initial stage.

If the matter is still not resolved to the parent's satisfaction, the parent should again contact the Chair.

If parent and group cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation. Staff or volunteers within the Pre-school Learning Alliance will be available to act as mediators if either party wishes it.

The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.

The mediator will keep all discussion confidential. S/he will meet the group if requested and will keep an agreed written record of any meetings that are held and of any advice s/he has given.

The role of the registering authority

In some circumstances, it will be necessary to bring in the local authority registration and inspection unit, who have a duty to ensure laid down requirements are adhered to and with whom the Pre-School Learning Alliance works in partnership to encourage high standards. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases both parent and pre-school would be informed and the Fieldworker would work with the Social Services Department and / or Ofsted to ensure a proper

investigation if the complaint followed by appropriate action.

Parents should contact Norfolk Children's Services in the first instance, but do have the option if they prefer to contact Ofsted directly. If Ofsted is contacted before the local authority, the pre-school Chair/Supervisor should advise Norfolk Children Services immediately. If the safety of the child is at risk or the nursery has been accused of breaching its registration the matter must be referred to Ofsted and the local authority.

The number of OFSTED is also clearly displayed on the notice board if parents wish to make a direct complaint. Tel No 0300 123 4666

We believe that most complains are made constructively and can be sorted out at an early stage. We also believe that it is in the best interest of the pre-school and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.

A copy of this policy is issued to all families as part of the registration pack. It is also available on our website and on the parents information board.

Where parents/ carers are not satisfied that their child is receiving the free entitlement in the correct way (as set out in our funding agreement with the Local Authority and in the Early Education and Childcare Statutory guidance for Local Authorities) a complaint can be submitted directly to the current Chair of the Management Committee.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006
Review Date	Reviewed and updated April 2021, and then annually

Allegations Against Staff

The primary concern of the nursery is to ensure the safety of the child. It is essential that action is taken quickly and professionally whatever the circumstances.

If there are concerns for a child's immediate safety CADS will be contacted on 0344 800 8020 or the Police on 999.

Any concerns as detailed below must be reported to the LADO within one working day by submitting a referral/consultation form. If concerns for the child's immediate safety are raised the CAD team will be contacted as well as the referral form

Where a member of staff, student, volunteer, or visitor who works with children has :

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child in a way that indicates unsuitability to work with children.

Anyone who has a concern about someone who works with children must contact the LADO for advice on how to proceed.

The LADO is responsible for :

- Establishing whether the allegation falls within the scope of the guidance
- Ensuring that the child and family members are appropriately involved and informed
- Ensuring the person subject to the allegation is appropriately involved and informed
- Managing and overseeing individual cases and monitoring progress
- Providing advice and guidance to settings
- Liaising with the police and other agencies including Ofsted
- Providing independent scrutiny and reports and information
- Ensuring the process is fair and thorough and carried out in a timely way and that clear and appropriate outcomes are achieved for the individual and the child concerned and the setting.

Any allegation or concern must be reported to the identified manager at the nursery, this will usually be Jo Runeckles as Supervisor or the Chair of the Committee. They must listen to and record all concerns and discussions. It may be deemed appropriate for the nursery administrator, Wendy Brake, to be present to record the information. All recorded information will be read by all those present at the end of the meeting to agree that the record is a fair reflection of what has been said. We believe that it is always best to seek the advice of the LADO for any accusation on the understanding that the LADO may advise the nursery that the matter can be handled in-house.

If the allegation or concern is about the supervisor the individual concerned should

contact the LADO team directly.

Allegations or concerns about adults who work with children will be managed using the flowchart provided from NCC (displayed on the cupboard wall).

NSCB website will be completed by the manager or deputy and sent to LADO@norfolk.gov.uk The LADO will review the information and contact the referrer to agree the next steps.

Ofsted will be notified immediately by phone 0300 123 1231 and in writing.

Advice and guidance from the LADO will be recorded by the nursery at every stage. The nursery will not interview a member of staff about the matter until it has sought the advice of the LADO. If appropriate and as advised to do so by the LADO, the member of staff will be suspended pending the final outcome of the investigation.

Parents/Carers of the child concerned will be kept informed of all stages of the investigation, and both parents and children concerned will be reassured and supported. This role is fulfilled by the LADO.

Confidential records will be kept of the allegation and all subsequent proceedings.

The nursery will not undertake its own investigation without the input and advice of the LADO. Following the preliminary investigation, if there is evidence to substantiate allegations, disciplinary action will be taken. All staff have details of the nursery's full disciplinary procedures within their contracts of employment. If the allegations made are found to be unsubstantiated, all relevant parties will be informed and it shall be made clear that the member of staff is exonerated.

If there are concerns about a child's immediate safety the police should be informed calling 999 if immediate action is required. Children's services should also be informed on 0344 800 8021.

LADO contact no. 01603 223473

CADS 0344 800 8020

OFSTED 0300 123 1231

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	3 rd July 2007, revised February 2013 and June 2017
Review Date	Reviewed April 2021, and then annually

Whistle blowing

Whistle blowing is raising a concern about malpractice within an organisation.

The nursery is committed to delivering a high quality pre-school service, promoting accountability and maintaining public confidence. This policy provides individuals in the workplace with protection from victimisation or punishment when they raise a genuine concern about misconduct or malpractice in the setting. This policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour which amount to :

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- Deliberate concealment of information about any of the above.

It is not intended that this policy be a substitute for, or an alternative to the settings formal complaints procedure. It is designed to nurture a culture of openness and transparency within the setting, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the supervisor who will advise the employee or volunteer of the action that will be taken in response to the concerns raised. The supervisor will inform the administrator, who will in turn advise the Chair of the Committee.

Concerns will be investigated and resolved as quickly as possible. If an employee or volunteer feels the matter cannot be discussed with the supervisor they should contact the administrator. Alternatively if they wish to take the matter directly to the Chair of the Committee they can do so. They can also contact OFSTED on 0300 123 3155 or email whistleblowing@ofsted.gov.uk for advice on what steps to follow.

A disclosure in good faith to the supervisor/administrator or Chair will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice in the setting.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed April 2021 and then annually

Staff Use of Social Networks and Mobile Phones

The nursery expects that all staff will use due care when using social network sites. This is to protect the children, parents, other staff and the positive reputation of the nursery.

The nursery does allow staff members to use any social networking sites as long as they respect the following guidelines. A failure to do this may be a breach in confidentiality, and may warrant disciplinary action.

The guidelines include but are not limited to :

- Staff must not make mention of any children from the nursery on their profiles
- Staff must be careful about suggestive comments which may reflect badly on the nursery, eg 'I've had a horrid day at work'
- No photos are to be published of the nursery, its children or staff
- Staff must not publish any comments about other members of staff
- Staff should not as a whole accept personal invitations to be friends from parents or carers. It is expected that staff will not accept personal invitations from parents or carers that they have only met through the nursery until the children of those parents have left the nursery. The Supervisor and Chair of Committee will have overall discretion on this.

Accidental breaches of this policy can be helped by setting an online profile to private so that only friends can access the information.

Mobile Phones are not to be used in the setting. No photographs are to be taken in the setting using a mobile phone. Mobile phones should be kept in the storage area of the setting during the sessions. It is expected that staff will only accept or make phone calls when there is a genuine need, and that any conversations will be conducted away from the session and kept to a minimum.

It is expected that staff will also adhere to these procedures on nursery outings.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	1st October 2012
Review Date	Reviewed April 2021, and then annually

Visitors in the Setting

All visitors are requested to sign in when they arrive at the setting as part of our fire regulations. Visitors are not permitted to be alone with any child other than their own in the setting.

Prospective families are welcome to visit the nursery when we are open. We do ask potential new families to make an appointment to look round the setting as this ensures that a member of staff is available to spend some time with them.

Other visitors to the nursery often include those invited by the nursery, they can be from local organisations, Norfolk Children Services, Ofsted, health professionals or those invited in to add value to a session theme. These visitors are also subject to procedures regarding signing in and not being alone with children. Visitors of this type are invited following the approval of the supervisor and if required the subsequent authority from the chair of the committee.

On occasions staff members may need to bring children within their care with them to work. This is usually because a local school is closed. The nursery allows children under 16 years old to come in with their parent or carer into the nursery under the following conditions :-

- The children remain the responsibility of their parent or carer, the nursery does not take responsibility for these children whilst on the premises
- The nursery insurances do not cover these children whilst at the setting
- Children must be well behaved and not disruptive
- Children are allowed to wait for their parents in the bar area away from the setting if this is deemed to be more appropriate
- Attendance of this type is to be respected and is not a suitable replacement for normal childcare arrangements away from the nursery

No other visitors will be permitted at the nursery, staff should be respectful of the fact that this is a work environment and that our primary concern is the care of the children at our setting.

Signed
Print Name Chair of Committee
Date Adopted 10th March 2014
Review Date Reviewed April 2021 and then annually

Touch Policy

Our preschool nursery recognises that forming close relationships with children in their early years is essential to help children to develop and grow as confident individuals with a real understanding of social responsibility and self esteem. We acknowledge that touch is a necessary and desirable part of the development, emotional well being, care and education of all young children.

Our staff believe that touch is an everyday act of communication by physical means, and this policy aims to safeguard the welfare of the child and protect the staff by describing what physical contact may be safely used in our setting. The positive use of touch is a normal human interaction and we understand that young children will need physical contact in differing ways.

Our staff believe that physical contact is central to warm, personal relationships and to the good quality care of young children, we also believe that this must be done within quality good practice that encompasses safeguarding and child protection.

The welfare and safeguarding of the child is paramount to all we do at the nursery and this includes any physical contact. We comfort children who are in need of that comfort, we care for children who cannot undertake that care for themselves, we may hold children to keep them safe or keep others safe and we always endeavour to maintain the dignity of the children in our care.

Touch is appropriate for :

- Giving guidance to children such as how to hold a paintbrush
- Providing emotional support for comfort or reassurance
- Physical intimate care such as first aid or nappy changing (please also see our nappy change policy)

We monitor our setting in many ways and this also includes the physical interaction between staff and the children in our care. We aim to ensure that all physical touch is reasonable, appropriate and necessary. We try to ensure that any touch is conducted in view of at least one other member of staff, however this may not always be appropriate such as when helping with toileting or nappy change (please see further details in our nappy change policy). We recognise that children have their own wishes regarding physical contact and will ensure that any contact is appropriate to the situation and child's wishes.

Any allegation or complaint is dealt with in line with our complaints policy, child protection policy, and allegations against staff policy.

We always use 'appropriate touch'. Appropriate touch is not invasive, or humiliating and does not cause physical or emotional discomfort. It is never secretive, for the gratification of the adult or as a misuse of authority.

We do hug or cuddle children in our care. This is done when a child is distressed or upset and is done for a short while to comfort the child. Staff are aware that they should encourage a child to sit or stand alongside them as soon as possible. The children in our care may also choose to sit on the laps of staff, this sometimes happens at 'carpet time' or when a story is being read to them. This is done in the full sight of other staff members and is not overtly encouraged by our staff.

We also hold hands with the children in our care. This may be done when the children are out on a trip or when they are being guided from one area to another but this is only acceptable when it is compliant. If a child needs to be moved by a member of staff, eg out of danger, staff will touch the child's upper arm.

As a setting we recognise the close emotional relationship that develops between a child and their key person, however we also ensure that this does not undermine the child's attachment to their parent or carer.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	12th January 2015
Review Date	Reviewed April 2021, and annually thereafter



Section 1

Safeguarding and Promoting Children's Welfare

Equality of Opportunity

Equal Opportunities

British Values

Special Needs

Behaviour

Anti-Bullying

Looked after Children

Equal Opportunities Policy

Little Melton Pre-School works in accordance with all relevant legislation, including:

- The Equality Act 2010
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

We believe that the group activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our pre-school have an equal chance to do so.

Admissions

The pre-school is open to every family in the community.

We advertise our services. We base our admissions on a fair system so that we do not discriminate against a child or their family on the basis of their colour, ethnicity, religion, social background, or disability.

We operate a 'first come first served' system for accepting children but do try to give primary consideration is given to children living in Little Melton and Great Melton and those intending to go to Little Melton Primary School, however, every case is considered on its merits.

Employment

The pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. Our full staffing policy contains our full commitment to this.

Commitment to implementing the group's Equal Opportunities Policy will form part of the job description for all workers.

Families

The pre-school recognises that many different types of family successfully love and care for their children.

The pre-school offers a flexible payment system for families with differing means.

Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the pre-school, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this, we aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the pre-school.

- Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
- Before introducing a festival with which the adults in the pre-school are not familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
- Children and families who celebrate at home festivals with which the rest of the pre-school is not familiar will be invited to share their festivals with the rest of the group, if they wish to do so.
- Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment will offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Our premises are as accessible as possible for all families, if someone raises a concern regarding this we will work closely with the families and the village hall committee to make reasonable adjustments.

Special Needs

The pre-school recognises the wide range of special needs of children and families in the community and will consider what part it can play in meeting these needs.

Planning for pre-school meetings and events will take into account the needs of people with disabilities.

Discriminatory behaviour/remarks

These are unacceptable in the pre-school.

The response will aim to be sensitive to the feelings of the victims and to help those responsible to understand and overcome their prejudices. (Please refer to "anti bullying policy").

Language

Information, written and spoken, will be clearly communicated in as many languages as necessary.

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the pre-school.

Food

Medical, cultural and dietary needs will be met.

Meetings.

The time, place and conduct of meetings will ensure that all families have any equal opportunity to be involved in the running of the pre-school.

The nursery has appointed Jo Runeckles as our Equal Opportunities Officer with Pam Constable as Deputy.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed April 2021, and then annually

British Values

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector duty to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words or actions; understand the consequences of hurtful/discriminatory behaviour.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already embedded in the 2014 EYFS and are further clarified below based on the Fundamental British Values in Early Years guidance (Foundation Years 2015) :

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of Law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.

- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual Liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development and Understanding the World)
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem, and increase their confidence in their own abilities, for example, through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example, discussing in a small group what they feel about transferring into Reception Class.
- *Mutual Respect and Tolerance*, or treating others as you want to be treated (Through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners create an ethos of inclusivity and tolerance where faiths, cultures and races are valued and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

In our setting it is not acceptable to :

- Actively promote intolerance to other faiths, cultures and races
- Fail to challenge gender stereotypes and routinely segregate girls and boys
- Isolate children from their wider community
- Fail to challenge behaviours (whether staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Under the Counter-Terrorism and Security Act 2015 we have a duty to 'have due regard to the need to prevent people from being drawn into terrorism'.

Signed
Print Name Chair of Committee
Date Adopted January 2016
Review Date April 2021 and then annually

Special Needs Policy

The term 'special educational needs' (SEN) refers to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Many children will have SEN of some kind at some time during their education. We will provide help which may sometimes involve the help of outside specialists.

If your child has special educational needs, they may need extra help in a range of areas,
children's SEN is generally thought of in the four following broad areas of need and support :

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and / or physical needs.

Examples of this may be :

- mark making or number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in pre school
- organising themselves
- some kind of sensory or physical needs which may affect them in pre school.

A Step by Step Approach (The Graduated Response)

Children learn in different ways, and can have different levels or kinds of SEN. So if your child has SEN, we will increasingly, step by step, bring in specialist expertise to help with the difficulties they may have. The graduated response is set out in the Special Educational Needs Code of Practice, July 2014. We will always tell you if we start giving extra or different help to your child because of their SEN.

Your child may need help through this step-by-step approach for only a short time, or for many years. Remember that you should be consulted at every step, and be told about your child's progress.

We have a graduated response as detailed below :-

1. Assess

Progress is monitored through regular observations. These are reviewed and where

there is little or no improvement in the child's progress a more specialist assessment may be undertaken with parental agreement.

2. Plan

Support and intervention is put into place for the child. The SENCO (Special Education Needs Co-ordinator) and key person will agree with the parents the outcomes they are looking for, support that will be put in place, a date for a review and the expected impact on progress, development or behaviour.

Any extra staff training needs will be identified. Extra specialist support from external professionals (eg speech and language therapists) may be planned.

This plan and review will be recorded on a play plan - see below.

3. Do

The child's key person will normally be responsible for working with the child with support from the SENCO. They will be responsible for implementing and carrying out activities and support outlined in the play plan.

4. Review

Support and its impact is reviewed in line with the agreed review date. The impact and quality of support is reviewed by the key person, SENCO and parents.

Changes to the outcomes and support will be agreed in light of the child's progress and development. This will be recorded on a new play plan.

The graduated response is informed by the early years foundation stage (EYFS) materials, eg developmental expectations, EY outcome guidance and early support resources.

Our pre-school aims to have regard to the DfEE SEN and Disability Code of Practice on the Identification of Special Educational Needs and to provide welcome and appropriate learning opportunities for all children.

Play Plan

This could include:

- what special or additional help is being given
- who will provide the help and how often
- what help you can give your child at home
- your child's targets

- how and when progress will be checked

Sometimes we will not write a Play Plan. Instead we will record how we are meeting your child's needs in a different way, perhaps as part of our planning. But we will always be able to tell you how we are helping your child and what progress they are making.

- Children with special needs, like all other children, are admitted to the pre-school after consultation between parents and the pre-school Supervisor.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs. Please also see our Transitions Policy.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Play Plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Some children may require an Education, Health and Care Plan (EHC). The purpose of the plan is to meet the special educational needs of a child as well as the best possible health and social care. The nursery may request an EHC assessment by the local authority if it feels it is necessary in conjunction / permission of the parents.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.
- We will work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers, paediatricians and portage workers, to meet children's specific needs.
- We will instigate the Family Support Process (FSP) with full support and permission from parents if necessary to provide the best for a child's health, welfare, progress in learning and all areas of well being. FSP is used across all children's services/agencies and professionals both locally and nationally to support a child to achieve the 5 every child matters outcome. We will attend existing FSP meetings during your child's time at nursery.
- Our staff attend whenever possible in-service training on special needs arranged by the Pre-School Learning Alliance, Early Years Network, and other professional bodies.

We have a named SENCO, this is Jo Runeckles with Pam Constable as deputy.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006, amended Nov 2013, amended January 2015
Review Date	Reviewed April 2021 and annually thereafter

Behaviour Management Policy

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Our staff have undertaken appropriate training as detailed below :

Alison Canning - Step-On Training

Jo Runeckles - Step-On Training

In order to achieve this:

- Rules governing the conduct of the group and behaviour of the children will be discussed and agreed within the pre-school and explained to all newcomers, both children and adults. These rules will be regularly reiterated.
- All adults in pre-school will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the pre-school will praise and endorse desirable behaviour, such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- When children behave in unacceptable ways:
- Physical punishment, such as smacking or shaking, will be neither used nor threatened. It will be made clear we find this unacceptable.
- Children will never be sent out of the room by themselves.
- Minor attention seeking behaviours will be ignored.
- Techniques intended to single out and humiliate individual children will not be used.
- Children who misbehave will be given one to one adult support in seeing what was wrong and working towards a better pattern.

- Where appropriate this might be achieved by a period of one to one time with an adult, i.e., a period of quiet time to reflect on their behaviour, supervised by an adult. The time will be appropriate to the child's age and stage of development.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout or raise their voices in a threatening way.
- Adults in the pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting the child's level of understanding and maturity.
- Recurring problems will be tackled, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs. Individual behaviour management programmes will be discussed with parents and put into place.
- Parent and carer helpers will be made aware of this policy to ensure a consistent approach.
- Parents will be expected to sign a copy of the risk assessment calculator

The nursery has appointed Ali Canning as our Behaviour Officer and Pam Constable as deputy.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006, amended Nov 13
Review Date	Reviewed April 2021, and then annually

Anti-bullying Policy

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

Awareness raising

The staff to make children aware of individual basic rights:

- The right to be treated with respect
- The right to make mistakes and be responsible for them
- The right to refuse requests without having to feel guilty or selfish
- The right to ask for what you want (realising the other person has the right to say no)
- The right to be listened to and to be taken seriously
- The right to say "I don't understand"
- The right to ask for more information

Through individual discussion - one to one, group discussion, carpet sessions.

Responses

Strategies focusing upon children involved in bullying incidents.

The Bully

1. Set clear limits
2. Explain the procedures which will follow
3. Work on self esteem, bolstering any good behaviour
4. Don't allow excuses
5. Ensure that the bully apologises, face to face
6. Have a time out area for the bully
7. NEVER allow bullying behaviour to be reinforced
8. Do not ignore bullying
9. Inform parents

The Victim

1. Encourage them to talk
2. Eliminate obvious causes of bullying if possible
3. Inform parents

Procedures

1. Incident is documented

2. Parents informed of incident and the follow up
3. Inform other staff about incident and action taken

Strategies

1. Sorting out together
2. Meeting with parents to liaise on strategies. Discuss behaviour at home/siblings.
3. Review with parents
4. Constant monitoring

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed April 2021, and then annually

Looked after Children

Definition of 'Looked after Children' (LAC): *Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).*

All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

In our setting, we place emphasis on promoting *children's right to be strong, resilient and listened to*. Our policy and practice guidelines for looked after children are based on these two important concepts, *attachment and resilience*. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.
- The designated person for looked after children is the designated child protection officer, Jo Runeckles. Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan (PEP Personal Education Plan) that incorporates and the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.

The care plan needs to consider such issues for the child as:

- 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; and
- how any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom 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 the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, 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.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 6 areas of learning.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Signed
 Print Name Chair of Committee
 Date Adopted 16th February 2011
 Review Date Reviewed April 2021, and then annually



Section 1

Safeguarding and Promoting Children's Welfare

Health and Hygiene

Health and Hygiene

Nappies/Toilet Training

Outdoor Play

Diet

Health & Hygiene - Policy and Practice

Our pre-school promotes a healthy lifestyle and a high standard of hygiene in its day to day work with the children and adults. This is achieved in the following ways:

Health

Food

- All snacks are provided by the staff and will pay due attention to children's particular dietary requirements.
- When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.

Outdoor Play

- Children will have the opportunity to play in the fresh air throughout the year in the pre-school's outdoor play area.

Illness

- Parents are asked to keep their children at home if they have any infection, and to inform the pre-school as to the nature of the infection so that the pre-school can alert other parents, and make careful observations of any child who seems unwell.
- Parents are asked not to bring into the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
- Staff and Management Committee refer to the information poster on the board regarding incubation and quarantine times for other illnesses.
- If the children of the pre-school staff are unwell, the children will not accompany their parents/carers to work in the pre-school.
- Cuts or open sores, whether on children or adults, will be covered with sticking plaster or other dressings.
- Parents are asked not to bring into the preschool any other children, siblings or otherwise, that are not well enough to be at school.
- Parents are asked not to enter the preschool if they have been vomiting or had diarrhoea themselves until at least 48 hours has elapsed since the last

attack.

Children with allergies

- When parents complete the registration form they are asked if their child suffers from any known allergies.
- Full details are taken concerning the allergen, the nature of the child's reaction and what can be done to prevent contact with the allergen, and what should be done if an allergic reaction takes place.
- As a general rule no nuts or nut products are used in the nursery. Please also see out Diet Policy regarding food provide by the parents for their own children, ie in lunch boxes.

If a child is on prescribed medication the following procedures will be followed:

- If possible, the child's parents will administer the medicine. If not, then the medicine must be clearly labelled with the child's name, dosage and any other instructions, and in the original container. Where local regulations require it, guidance will be sought from Social Services before persons other than the parents agree to administer the medicines.
- Written information will be obtained from the parent, giving clear instructions about the dosage, administration of the medication and permission for a member of staff to follow the instructions. Parents will sign this record in confirmation. Specialist life-saving medications training will be given for some medicines, whenever possible this will undertaken before the child starts at the nursery as soon as possible after the need has been disclosed to the nursery.
- All medication will be kept in a safe place.
- A medication book will be available to log in; name of child receiving medication; times the medication should be administered; date and time when the medication is administered; the signature of the person who has administered each dose.
- With regard to the administration of life saving medication such as insulin/adrenaline injections or the use of nebulisers, the position should be clarified with the pre-school's insurance company.
- The pre-school will ensure that the first aid equipment is kept clean, replenished and replace as necessary. Sterile items will be kept sealed in their packages until needed.

- Staff will not be permitted to administer non-prescribed medication, unless circumstances are exceptional (Supervisor's discretion). The nursery would not normally administer 'over the counter' medicines as it is expected that parents should do so before the child is left at the setting.

Information sources

- Parents will have the opportunity to discuss health issues with pre-school staff and will have access to information available to the pre-school.
- The pre-school will maintain links with health visitors and gather health information and advice from local health authority information services and/or other health agencies.

Hygiene

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed:

Personal hygiene

- Hands washed after using the toilet and before snack and lunchtime.
- Children with pierced ears are not allowed to try on or to share each other's earrings.
- A large box of tissues are available and children encouraged to blow and wipe their noses when necessary. Soiled tissues disposed of hygienically.
- Children encouraged to shield their mouths when coughing.
- Paper towels used and disposed of appropriately.
- Hygiene rules relating to bodily fluids followed with particular care and all staff and volunteers aware of how infections, including HIV, can be transmitted.

Cleaning and Clearing

- Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Plastic/rubber gloves always used when cleaning up spills of bodily fluids. Floors and other affected surfaces disinfected using bleach diluted according to manufacturer's instructions. Fabrics contaminated with body fluids thoroughly washed in hot water.
- Spare laundered pants and other clothing available in case of accidents and polythene bags available in which to wrap soiled garments.

- All surfaces cleaned each session with an appropriate cleaner.

Food

Each adult will:

- Always wash hands under running water before handling food and after using the toilet.
- Not be involved with food activities if suffering from any infectious/contagious illness or skin complaint.
- Never smoke in the building.
- Never cough or sneeze over food.
- Use different cleaning cloths for kitchen and toilet areas.
- Ensure waste is disposed of properly and out of reach of children. Wash hands after handling waste.
- Wash fresh fruit and vegetables thoroughly before use in a cooking activity.
- Tea towels will be kept clean and washed between each session.
- All utensils will be kept clean in a dust free place, i.e., a closed drawer.

Smoking

- All staff, parents and volunteers are made aware that we are a no smoking organisation and that they should refrain from smoking in not only the building itself but also in the car park.
- No Smoking signs are displayed by the Village Hall.
- We ask staff who do smoke that they try to ensure they do not do so for 2 hours before coming to work and having contact with the children as recommended by NHS.

Signed
 Print Name Chair of Committee
 Date Adopted 13th January 2010
 Review Date Reviewed April 2021, and then annually

Nappies/Toilet Training Policy

- Children are welcome at our pre-school whatever stage of toilet training they may be at.
- Staff will do their best to keep toilet training consistent with what happens at home for the child, i.e., regular reminders if necessary, use of child's own potty if preferred etc.
- Any accidents are dealt with in the manner detailed within our Hygiene Policy. Children who have had an accident are reassured, comforted and supported.
- Children who are still in nappies, or who have recently started using the toilet are asked to bring a spare set of clothes and clean underwear/fresh nappies and wipes within a named bag.
- Gloves and aprons are put on before changing starts.
- Soiled nappies are disposed of hygienically.
- All staff are familiar with hygiene procedures and carry these out when changing nappies.
- Children are encouraged to wash their hands after toileting.
- If a member of staff needs to help a child with toileting, this being either by way of nappy changing or being taken to the toilet, they will always inform another member of staff of what they are about to do, and will never take a child into a closed toilet area.
- All children are treated with respect with regard to nappy changing and / or toilet training. Key persons are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'. Key persons do not make inappropriate comments about children's genitals when changing their nappies.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006, revised February 2013
Review Date Reviewed April 2021, and then annually

Outdoor Play Policy

Outdoor play is vital to children's physical, intellectual and social development. As such we seek to maximise the children's opportunities for outside activities. The nursery garden area is secure with lockable gates and has been designed to be an area for safe play.

Children need to be suitably equipped to play outside whatever the weather. We ask that parents provide suitable clothing and footwear appropriate to the weather conditions.

- In summer, a named hat and suncream should be sent to pre-school in the child's book bag daily. The nursery would prefer that parents administer suncream before they leave their child with us but we will apply suncream if specifically authorised to do so by the parent.
- In winter, a named coat, named hat and named Wellingtons should be sent with the child's book bag daily. The nursery does hold stocks of Wellies and Waterproofs for use by children at the nursery should they not have their own to hand.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed April 2021, and then annually

Diet – Policy and Practice

The sharing of refreshments can play an important part in the social life of the pre-school as well as reinforce children's understanding of the importance of healthy eating. The pre-school will ensure that:

- Snacks are provided by the pre-school. The staff provide a varied range of nutritious snacks to encourage healthy eating, i.e., fruit, raw vegetables, cheese, crackers etc.
- Children's medical and personal dietary requirements are respected.
- The dietary rules of religious groups and also of vegetarians and vegans are known and met in appropriate ways.
- Milk provided for children is semi-skimmed and pasteurised, or soya milk if required.
- The fridge is cleaned regularly by volunteers.
- Children are expected to wash their hands at appropriate times and staff explain the reason for this to them.
- All children have access to tissues and waste bins and are encouraged to get a tissue or clear up as and when needed.
- Toys are regularly cleaned by parent volunteers.
- Water is provided for entire session, if parents wish to bring in a drink for their child this should only be water.
- Parents are encouraged to provide a healthy packed lunch option when their child attends the lunch club. The nursery would prefer sweets and chocolate not to be included in the children's lunches. If a child with food allergies attends the lunch club the nursery will work together with the child's parents to ensure that possible harmful foods are not included by other parents in their child's lunches. The nursery will store all lunches in a fridge during the morning session.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed April 2021, and then annually



Section 2

Suitable People

Employment

Staffing and Employment

Lone Working / One to one situations

Student Placements

Recruitment of Ex-Offenders

Staff Performance, Supervision, and Appraisal

Capability Policy

Staffing and Employment Policy

Recruitment - Statement of Intent

Little Melton Pre-School Nursery aims to ensure we recruit the most suitable people to work at the setting as this is the foundation of our commitment to the wellbeing of our pupils.

Our recruitment practices adhere to the requirements of the EYFS and current employment legislation.

We provide a high staffing ratio so that the children have sufficient individual attention, and so that we are able to provide a high level of care and education.

Our staff are appropriately qualified and are subject to enhanced DBS checks when 1st appointed and then regularly during their employment.

Recruitment Policy

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation. We aim to ensure that our recruitment process means that the best possible staff are recruited. We consider all job applicants equitably and consistently.

When a vacancy occurs at the nursery a meeting will be arranged so that the current Chair of Committee, the current Supervisor and Administrator can agree on a recruitment plan for that specific job which adheres to current employment legislation.

The vacancy will be advertised on our website and on the notice board at the nursery. Norfolk Children's Services also require that we advertise any post on their website. If it is deemed necessary further advertisement of the position will be agreed. Adverts will include our commitment to safeguarding children, and will make it clear that pre-employment checks will be undertaken.

The vacancy will be advertised for a minimum of 7 days, with options to extend if required.

The nursery welcomes applications from all sections of the community, applicants are considered on the basis of their suitability for the post regardless of their marital status, age, gender, culture, religious belief, ethnic origin, disability or sexual orientation.

All applicants must complete a standard nursery job application form. A curriculum vitae will not be accepted, this will be made clear in all adverts. All applicants will

receive an information pack which will include an introductory letter, job description and person specification, standard application form, a copy of our safeguarding policy, information about what to bring to interview, and information about our setting.

All applications will be reviewed by the Chair, Supervisor and Administrator. The shortlisting process will be undertaken using our standard application assessment form as soon as possible after the application closing date. The standard assessment of applications includes a scoring form which each member of the panel will complete independently. The decision will be made collectively by the panel. The nursery will keep written records of all the decisions made. Paperwork for unsuccessful candidates will be kept for 6 months and then destroyed. Those shortlisted will be called for interview. All other applicants will be advised that they have been unsuccessful either by letter or telephone call, every applicant is entitled to know the reasons why they have been unsuccessful. Each application will be assessed using the information contained in the form and in particular the employment history, and qualifications.

Interviews will be planned by the panel in advance and will include Warner Type questioning to ascertain the candidates motivation, emotional resilience, their attitudes to authority and discipline and to assess their awareness of appropriate boundaries and relationships. All interviews will be minuted and annotated with the panels decision. Notes will be made during each interview and the use of a scoring matrix may be used. The interview panel will consist of the Chair of Committee, the Supervisor and the Administrator. Other panellists may be invited to attend if this is deemed appropriate, eg an officer of the committee with a particular area of expertise, or other senior member of staff.

The interview panel will reach a decision about the candidates after all the interviews have been completed, all interviews will be conducted on the same day.

The successful applicant will be advised by telephone, this will be confirmed in writing. They will be advised that an enhanced DBS check and references will be taken prior to the commencement of their employment. The successful candidate should also provide suitable identification, this will usually be taken at the time of interview. The selection panel can decide to commence employment prior to these documents being received if they all agree, and on the understanding that any adverse information received may result in the new employee being asked to leave, and that until such time as the DBS is received the duties of the candidates may be restricted in order to protect the children, ie no toilet duties and to always remain in the main room. The nursery requires 2 references from appropriate people. These will need to be received and assessed by the appointing panel prior to any commencement of work.

Unsuccessful candidates will normally be advised either by telephone or in writing, they are entitled to know the reasons why they have been unsuccessful.

New Employees

New employees will receive a contract of employment as soon as possible and by no later than 2 weeks after their appointment. Contracts are issued in the standard format for the nursery and are accompanied by a job description, together with a staff handbook and code of conduct.

New employees will be subject to a probation period of 3 months. The supervisor will advise the new employee that they have successfully passed this probation period. If an employee does not pass the probation period they will be advised by the Supervisor and the Chair of the Committee, and advised of any further extension to the probation period or dismissed.

All new employees will receive a full induction from the current supervisor within the first week of employment. This induction will include our policy and procedures.

In order to maintain accurate staff records the new member of staff will be asked to provide details of emergency contacts, a note of these details will be kept at the setting. Staff members will also be asked to provide details of their bank account to allow the efficient payment of their wages.

Staffing

Members of staff are expected to conduct themselves in a professional, courteous and helpful manner at all times. They are expected to display knowledge and understanding of the EYFS, and to exhibit a commitment to treating all children and their families as individuals with equal concern and respect.

Whilst working in the setting it is expected that staff will wear their uniform polo shirts and fleeces so that they are easily identifiable.

All staff are expected to adhere to the nursery's policies and procedures.

At least half of our staff hold an NVQ level 3 or equivalent qualification.

At least 1 of our staff in any session will hold a current First Aid Certificate.

Staff are expected to undertake training and development courses according to the nursery's requirements. These will usually be organised by the Supervisor. Regular in-house training is available to all staff. Nursery budgeting allows for training costs when required.

Smoking, drinking and the use of drugs (unless prescribed or over the counter remedies) on the nursery premises is strictly forbidden. Any medication held by staff, eg paracetamol for personal use, must be kept securely away from the children.

If a member of staff is taking medication which may affect their ability to care for children medical advice must be taken. The nursery will require confirmation from a staff members doctor that their medication is unlikely to impair the staff members ability to care for the children.

Staff meetings are held on a regular basis and all staff are expected to attend. These meetings will include planning and scheduling of the curriculum as well as being an open forum for discussion. The progression of the children's development, their achievements and any difficulties will also be discussed.

Staff are expected to telephone the supervisor as early as possible on a day when they will be absent due to ill health. If the supervisor is poorly they must telephone the deputy supervisor and/or the chair of the committee.

New contracts of employment or amendments to employment contracts are issued when required and will cover instances of a change in working hours or pay rates.

Each year staff will sign a declaration to confirm that there has been no significant change in their status, eg a criminal conviction or serious health problem.

CRB checks have previously been undertaken every 5 years on existing members of staff, when these are due we will update to the new DBS. The nursery now aims to update this check to once every 3 years.

The nursery operates a Key Person system and it is expected that each Key Person will maintain their child's records and act as the main point of contact for the families.

The following staffing ratios are used :-

Children aged 3 or under 1 adult : 4 children

Children aged over 3 1 adult : 8 children

The nursery has dedicated members of staff to undertake the SENCO role, Child Protection role and Health and Safety Officer.

The nursery will seek advice from any number of authority bodies from time to time when it is felt necessary. These will include, Ofsted, Norfolk County Council Children's Services, Pre-School Learning Alliance, Charity Commission and others as deemed appropriate.

Annual appraisals are undertaken for each member of staff. The Supervisor and Chair of Committee will appraise the deputy and assistant supervisors, the Administrator will appraise the Supervisor and the Supervisor will appraise the Administrator. Interim appraisals and assessments are undertaken during the year and any concerns are discussed at the appropriate time. A new capability policy is to be implemented.

Staff pay and performance is reviewed by the trustees of the nursery.

Each member of staff is given a staff handbook and code of conduct which should be read and fully understood. The handbook and code of conduct form part of the contractual obligations for staff and should be used in conjunction with this policy.

Volunteers

The nursery believes that the placement of students, volunteers and work experience candidates is a valuable opportunity to build strong links with the wider community and provides the chance to experience new possibilities.

The needs of the children are paramount and the placement of these individuals will only be undertaken if it is felt that it will be a rewarding experience for all concerned. The Supervisor will take the final decision on these placements. All students will be given a specific induction which will include relevant policies and a code of conduct.

No student, volunteer or work experience placement will be left alone with the children at any time.

If the placement is to be for a period over 2 weeks a DBS check will be undertaken.

These placements cannot be counted in the nursery's staffing ratios.

Temporary Workers (Casual Pool)

It may be necessary to use temporary staff. This will usually be in order to cover an unexpected staff absence.

Temporary workers will be subject to the same checks as permanent members of staff and in particular an enhanced DBS check will be required. References will also be requested and assessed prior to any work being undertaken.

Once all checks have been completed and the application has been approved by the committee, the employment of these workers will be at the discretion of the Supervisor but should be agreed by the Chair of the Committee.

In order for these workers to be paid they must provide accurate details for the payroll accountants, these details must include their NI number, PAYE status and date of birth. Suitable identification must also be provided. Advice will be sought from the accounts and/or other appropriate source if the nursery requires further confirmation of their suitability to work in the UK or at the setting.

A casual pool contract will be issued together with a job description for each worker together with a staff handbook and code of conduct.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006, Revised June 2014
Review Date	Reviewed April 2021 and annually thereafter

Staffing and Employment Policy

Lone Working and One to One Situations

The nursery intends that no person should be working alone on site and will endeavour as far as is practicable to ensure that at least 2 persons are on site at any given time.

No lone working is permissible when the children are at the setting.

Lone working is only permissible when staff wish to undertake administrative or operational duties. This may include planning, preparation work, equipment tidying or cleaning etc.

If a staff member wishes to undertake lone working they must follow the procedure detailed below :-

- Advise the administrator or supervisor that you will be onsite, include your start time.
- Discuss and agree an emergency plan should anything happen whilst on site
- The inner doors to the hall should be locked, the outer doors should remain open to allow access for the emergency services.
- The person working must have a mobile phone with them
- No arrangement to meet families of the children in our care, or potentially in our care, should be made.
- No unnecessary risks to be taken, eg climbing for maintenance etc
- Advise the administrator or supervisor when you leave the premises. This must be the same person that you advised when you started work.

Lone working can also mean that a worker is alone with a child or parent. These are known as one to one situations. These situations have the potential to leave both children and their carers more vulnerable. Children become more vulnerable to harm by those who seek to exploit their position of trust, and adults may become vulnerable to unjust or unfounded allegations being made against them. We make every attempt to ensure the safety and security of the children and the adults who are in our setting.

Staff should not enter into a one to one situation with a child at nursery. We are fortunate in that the layout of the setting allows for maximum supervision. Where a member of staff leaves the main hall area with a child, this can be to take them to the toilet to wash their hands or to change their nappy, they must let another member of staff know what they are about to do. Nappy changing usually takes place in the corridor area near the hall entrance so that it can be viewed by the other staff members, please see our nappy changing policy for full details. Staff members may occasionally be alone with a child in the toilet, they should wherever possible remain by

the open doorway so that they can be viewed by the other staff. Staff should be aware of what is the norm for this and question when the behaviour is different, ie, Is the child distressed upon their return?, Were they a longer time in the toilet?

There will be occasions when parents request a private meeting with a member of staff, this may be with the supervisor, or key person. When this situation arises staff are allowed to undertake these meetings away from the main hall area in the bar area to allow for privacy. They should always inform another member of staff where they are going, with whom and for what purpose. Another member of staff should occasionally check through the glass to the bar area to ensure that everything is in order. If there are any concerns then they should knock and enter to check that everything is OK.

Staff should feel that they have the support of the nursery in its policies and practices in order for them to feel that they are able to work in a safe environment for both themselves and the children in their care. Further training or instruction can be arranged or given when this is either asked for by the staff member of deemed necessary by the nursery.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	7th July 2014
Review Date	Reviewed April 2021 and annually thereafter

Student Placement Policy

We recognise that the quality and variety of work which goes on in a pre-school makes it an ideal place for students on placement from school and college childcare courses, as well as those on the Diploma in Pre-School Practice or Tutor Fieldworker courses.

Students are welcomed into the pre-school on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the pre-school.
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course which provides necessary background understanding of children's development and activities.
- Students required to conduct child studies will obtain written permission from the parents of the child to be studied.
- Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
- Students will be given an induction and specific code of conduct at the start of their placement.
- Unless satisfactorily approved by Social Services, students will not have unrestricted access to the children.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed April 2021, and then annually

Recruitment of Ex-Offenders

Policy Statement

As an organisation using the Criminal Records Bureau (CRB) Disclosure service (now known as DBS) to assess applicants' suitability for positions of trust, Little Melton Pre-School Nursery complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.

Little Melton Pre-School Nursery is committed to the fair treatment of its staff, potential staff or users of its service, regardless of race, gender, physical/mental disability or offending background.

We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person with Little Melton Pre-School Nursery and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

Unless the nature of the position allows Little Melton Pre-School Nursery to ask questions about your entire criminal record, we only ask about unspent convictions as defined in the Rehabilitation of Offenders Act 1974.

We ensure that all those in Little Melton Pre-School Nursery who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-

offenders, e.g. the Rehabilitation of Offenders Act.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position sought could lead to withdrawal of an offer of employment.

We make every subject of a DBS Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstance and background of your offences.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	11 th March 2009
Review Date	Reviewed April 2021, and then annually

Staff Performance, Supervision, and Appraisal

We believe that effective supervision and monitoring of all staff is essential to the individual development of each staff member, and that it enhances the quality of the care delivered to all the children in our care. Ensuring that all staff have the right skills and training to work to a high level of professional standards means that we can deliver an excellent quality of care.

In order to achieve this we encourage regular staff communication with their supervisor and Chair of Committee to discuss their achievements and problems. Specific objectives which are achievable and appropriate are set, and opportunities for learning and development are offered.

Supervision

Supervision by any line manager should support, direct and monitor the work of each staff member whilst encouraging personal and professional development.

Supervision enables both the staff member and their line manager to review their work, examine performance, discuss good practice, review targets, explore methods of working practice and plan and evaluate. It also covers how to improve performance, how to apply pre-school policy, and to raise any work concerns or areas requiring further training.

Staff should know what is expected from them, and they should understand the processes for ensuring accountability of their performance. This procedure should be clear and unbiased.

What is supervision - Supervision is a regular meeting between the line manager, usually the Supervisor, and a staff member in order to meet organisational, professional and personal objective. This meeting forms a key part of every individuals performance management.

Formal and Informal or Ad Hoc Supervision - Supervision is delivered by regular, planned and private one to one meetings. The focus of these meetings is wholly on the individual, their performance, their development, and any issues arising from their work. It is normal to expect that there may be discussions and decisions about daily work issues or problems arising which warrant an unplanned informal or ad-hoc discussion. All discussions which result in a decision being made which affects an individuals work must be recorded.

Frequency of meetings - Individual supervision meetings will be held at least once a term, one of which will be in the form of an annual appraisal. Informal meetings will

occur whenever a need arises as a matter of normal business events. Records will be kept on standard nursery stationery, or by separate file note.

What should a Supervisor do ? - It is the supervisor's role to provide their staff with guidance, support and feedback. It is the supervisor's job to help the staff member do well by :

- Explaining what is expected of them
- Enabling the delivery of appropriate training and development opportunities
- Letting the staff member know when they are doing well and when they are not
- Helping the staff member to improve on the areas they find difficult
- Discussing any matters which impact on staff performance at work
- Listening to staff members
- Giving and receiving feedback
- Creating an environment that enables staff to feel able to achieve to their full ability.

What should a staff member do ? - Each staff member should explore the progress of their work, highlight any difficulties they are experiencing, give and receive feedback. They should be responsible to :

- Attend all supervision meetings as arranged
- Use the sessions positively and contribute to the meetings in a constructive way
- Implement any agreed actions
- Reflect on their practice

Disputes and Management of Poor Performance

Any disputes should initially be dealt with by discussion between the staff member and their line manager. If it is felt that the matter cannot or hasn't be successfully dealt with then the matter will be dealt with by either implementing the Capability Policy or Disciplinary Procedure.

Records

The recording of supervision meetings is the responsibility of the supervisor or line manager. Records must be clear and detail any decisions that have been made, together with the reasons for them, any agreed actions including who will take responsibility and the timescale for carrying out these actions. Records should be signed by both parties. These records will be kept by the supervisor or line manager, or if appropriate in the

staff members staff file. These records are the property of the nursery, and it may be necessary on occasions to discuss their content with others, eg the chair of the committee.

Signed
Print Name Chair of Committee
Date Adopted 7th July 2014
Review Date Reviewed April 2021 and annually thereafter

Capability Policy

This policy is intended to be used for problems which are serious or have become serious because they remain unresolved after normal supervision procedure. It is hoped that the normal supervision procedures will resolve any issues before the matter becomes serious.

This policy is necessary for promoting fairness, and to encourage all staff members to achieve and maintain high standards of performance. All staff should be aware of this procedure and should have ready access to it. Examples of areas which may cause this policy to be implemented are listed below, this is not an exhaustive or exclusive list :-

- Consistently failing to perform work at a reasonable and acceptable standard
- Failing to keep suitable records of children's work, eg in their learning stories
- Failing to maintain a secure and safe environment
- Consistently failing to adhere to the staff code of conduct, there may be areas of this which will be more appropriately dealt with by the nursery disciplinary procedures
- Consistently failing to undertake training as agreed.

There are other staffing policies which include matters relating to staff performance, and these should be read and understood by all staff, eg Management of Staff Absence. In some circumstances performance may be unsatisfactory due to a staff member being negligent or by their wilful misconduct, in these cases the nursery will implement its disciplinary procedures.

Employees have a contractual responsibility to perform at a satisfactory level. Each staff member is expected to be committed to achieving good standards of performance.

The nursery should ensure that its normal procedures of staff performance management, (supervision), have alerted the staff member to any concerns, that each staff member has a job description and that they are fully aware and have understood what they are expected to do. Reasonable timescales should be used and agreed by both parties to allow the improvement of a staff members performance.

Capability Procedural Stages

If a staff member's performance has not been resolved under the normal supervision procedures then the following process should be implemented.

1. Normal performance management, or supervision, will be suspended when entered into capability procedure. This will be confirmed in writing to the staff member.
2. Annual pay reviews of their hourly rate may be suspended.

Stage 1 - The employee is invited to attend a meeting with their supervisor and the chair of committee. It may be that another individual is asked to attend this meeting as a note-taker to ensure that accurate records are maintained, this could be the administrator or committee member. If the employee is either the supervisor or the administrator then the meeting will be conducted by the Chair of Committee and Treasurer.

At this meeting the supervisor (and/or chair) will outline the performance concerns, the standards required and where the shortfall in their performance has occurred.

Evidence will be provided of the concerns identified, this could include job descriptions, supervision notes, letters of complaint or examples of pieces of work which do not meet the required standard.

The staff member will be given the opportunity to discuss any factors that they feel may have affected their performance.

An agreement should be reached to address the matters which should include clear and specific targets, how this will be monitored and what support the staff member may need in order to reach the required standard, (this may be by providing training or coaching).

The staff member should be made aware that at the end of the assessment period a meeting will be held at which their performance will be reassessed against the previously agreed targets. This further assessment will conclude with what further action is deemed to be appropriate, this could be that no further action is required as the staff member's performance has returned to satisfactory, it could be that a further programme of support is arranged as it is felt that some progress has been made, or it could be that a formal interview is arranged and the process moved on to stage 2 of the process.

Stage 2 - A Formal Interview initiates Stage 2 of the process. It allows the staff member to prepare a response to the allegations about performance and make their case. A staff member is allowed to bring another staff member or committee member with them if they wish to do so.

The staff member will receive notice of the interview in writing of at least 10 working days. This letter will detail the following :-

1. The purpose, time and place of the interview
2. Specific concerns
3. A copy of this policy
4. The right to be accompanied by a work colleague or committee member
5. Details of those who will be attending the meeting
6. Relevant documentation, eg job descriptions, copies of targets, appraisal etc
7. The requirement for the staff member to provide, at least 3 working days in advance of the interview all the documents they intend to present at the meeting.

Possible outcomes of the formal interview are :-

1. No further action is required as improvement has been satisfactory
2. Further training and support is required as there has been some improvement
3. Oral or written warning. This will be kept on file for 1 year. An agreed assessment plan will be implemented, this will include timescales, assessment meetings and clear stages of improvement required.
4. Final written warning which will be held on file for 2 years. An agreed assessment plan will be implemented as in point 3.

Where a warning is issued it must identify the performance shortcomings, give clear guidance of how to improve, explain the support available and how any monitoring will take place, identify the timescale involved and make it clear that failure to improve may ultimately lead to dismissal.

Staff members do have a right of appeal against a warning at any stage. Any appeal should be made within 5 working days of the receipt of the warning letter and should be made directly to the chair of the committee. A panel of committee members will be formed to hear the appeal. The staff member must provide at least 3 working days before the appeal meeting all documentation they intend to present at the meeting. Panel members must not discuss the case with anyone else other than other panel members. The decision of the panel will be final and will be reported to the chair of committee. Points to remember about an appeal are that it will not interrupt the procedure (unless the appeal decision leads to reconsideration), the appeal will usually revisit earlier evidence but the request for an appeal must specify the grounds for

appeal. If either side intends to produce new evidence it must be circulated to all parties involved in the appeal in advance of the meeting within the agreed timescales.

Staff members also have the right to raise a grievance after capability proceedings have started against them. The capability process may be suspended, if the grievance relates directly to the capability process, whilst the grievance is investigated under the normal grievance procedures. Each case will be dealt with individually.

The committee has the right to refer to the PLA legal helpline at any stage for further advice if this is required.

If an employee is subject to the capability procedure this must be referred to in any employment reference requested.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	7th July 2014
Review Date	Reviewed April 2021 and annually thereafter



Section 3

Suitable Premises, Environment and Equipment

Health and Safety

Health and Safety

Risk Assessments

Emergency Procedures (please see section1)

Food and Drink (please also see section section1)

Selecting Toys

Jewellery

Influenza

COVID

Later Flow Testing

Health and Safety

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Our member of staff responsible for health and safety is Pam Constable, she has been trained and is competent to carry out her duties.

- We have public liability insurance and employers liability insurance, the certificate for the public liability insurance is displayed on the parents information board.
- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.
- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.
- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.
- All electrical equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.
- Our daily routines encourage the children to learn about personal hygiene.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.

- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the management committee.

Signed
 Print Name Chair of Committee
 Date Adopted 20th June 2006
 Review Date Reviewed April 2021, and then annually

Risk Assessments

The nursery believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment. Pre-school Learning Alliance risk assessment processes follow five steps as follows:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, etc?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution

Our risk assessment process covers adults and children and includes:

- checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
- assessing the level of risk and who might be affected;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed April 2021, and then annually

Emergency Procedures (please see section1)

Food and Drink Policy (please also see section section1)

This setting regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using resources and materials. At snack we aim to provide nutritious food, which meets the children's individual dietary needs. In our setting we provide only a mid morning snack for the children.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

Procedures

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (**HACCP**) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of *Safer Food Better Business*.
- At least one person has an in-date Food Hygiene Certificate. This currently Ally Canning.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (*See Safer Food Better Business*.)
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches provided by the parents for lunch club are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.

- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment such as blenders etc.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy.)
- Information about each child's dietary needs is included in her/his registration form and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date.
- We are a small setting and ensure that all staff are aware about individual children's dietary needs, we also advise our casual pool and parent volunteers on the days they are present at the nursery of any child who has an allergy.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We display the menus of snacks for the information of parents.
- We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
 - meat, fish and protein alternatives;
 - dairy foods;
 - grains, cereals and starch vegetables; and
 - fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.

- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise snack times and lunch club so that they are social occasions in which children and staff participate.
- We use lunch club and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide semi-skimmed pasteurised milk.

Packed lunches for lunch club

Children are required to bring packed lunches when they stay for our lunch club, we try to ensure the following :-

- ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool;
- inform parents of our policy on healthy eating;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraîche where we can only provide cold food from home. We discourage sweet drinks and can provide children with water or diluted fresh fruit juice;

- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

Signed
Print Name Chair of Committee
Date Adopted 1st October 2012
Review Date Reviewed April 2021 and then annually

Selecting Equipment and Toys – Policy and Practice

- The toys, books and equipment in re-school provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration. The equipment we aim to provide:
- Is appropriate for the ages and stages of the children.
- Offers challenges to developing physical, social and intellectual skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children, with adult supervision, to develop individual potential and move towards required learning outcomes.
- Conforms to all relevant safety regulations and is sound and well made.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed April 2021, and then annually

Jewellery Policy

Jewellery should be restricted to a pair of ear stud earrings only.

Where jewellery is not removable it should be covered with surgical tape whilst your child is attending nursery to minimise the health and safety dangers to themselves and others. We ask that parents do this before the session begins. Where jewellery is found uncovered after the beginning of the session, the staff will telephone the parents and ask them to return to the nursery to cover the jewellery with the appropriate tape.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	14 th October 2009
Review Date	Reviewed April 2021, and then annually

Influenza Policy

The nursery has decided to introduce a policy to specifically cover influenza. This policy covers all strains of 'flu' including Swine flu. It should also be read in conjunction with any up to date information issued by the Health Protection Agency, Department of Health and/or the Department of Education. The nursery will monitor information available concerning the possibility of a flu pandemic and advise parents of any changes to its procedures as a result.

Parents should be aware of the following procedures in place at the nursery :

If you do suspect that you or your child or any member of your immediate family may be showing any flu like symptoms we would advise you to seek medical advice before coming to the nursery. We would also ask that you telephone the nursery to advise us of the situation and to keep us informed of any further developments. You should keep your child away from nursery from the first onset of any symptoms, and keep them away until the symptoms have passed.

It would be very helpful if you could also advise the nursery if you have come into contact with anyone with flu-like symptoms.

If your child becomes ill whilst at the nursery with flu-like symptoms a member of staff will telephone you and ask you to collect your child. Whilst it is difficult to isolate a child with suspected flu in our setting every effort will be made to keep them away from the other children until they are collected.

When a case of flu is confirmed or suspected at the nursery:

If a case of Swine flu has been confirmed within the nursery a letter will be sent to all parents and a notice placed on the notice board. If a case of any other flu has been suspected at the nursery a notice will be placed on the notice board to advise parents.

The current exclusion procedure for infection control as advised by the Health Protection Agency is that children should be kept away 'until recovered'. The nursery would ask that you keep your child away until the symptoms have passed, in particular coughing and sneezing to reduce the possibility of infection. The infectious period for children is usually up to 7 days but could be longer.

If you or someone who would normally drop off or collect your child has suspected flu please could we ask that your child is dropped off with the member of staff at the door and collected from them at the end of session so that you do not enter the main nursery area.

The nursery will remain open unless it is advised to close by the local authority or government department. The normal telephone cascade system for nursery closures will apply. The decision to close the nursery will be made by the supervisor and chair of committee, under advisement of any authority body if applicable.

It is the advice of the Dept of Education and Skills that people should err on the side of caution, and that it is better that a child stays at home for a couple of days with what might turn out to be a normal cold than that they go to nursery or school and pass on what could be a flu virus.

Hygiene

The nursery would like to reassure parents that the well being of your child remains our priority. Our current hygiene procedures are very stringent and our standards are maintained at a high level. Special hand wash is used by both staff and children and children are always encouraged to wash their hands before having a snack and after toileting.

Anti-bacterial hand wash is always used.

Tissues are always available throughout the session and children are encouraged to use tissues and bin them immediately after use.

Children are advised to cover their nose and mouth when coughing and sneezing.

Staff regularly clean and sanitise the toilets and play areas.

Flu Symptoms:

Most Significant	Other
<ul style="list-style-type: none">• Fever• Cough and/or shortness of breath• Sudden onset of symptoms	<ul style="list-style-type: none">• Aching muscles• Sore throat• Runny nose, sneezing• Loss of appetite• Headache• Malaise (lethargy, listlessness)• Chills

In young children, tiredness, poor feeding and difficulty in breathing can be early signs of flu.

The symptoms of a pandemic flu, (ie when a new flu virus emerges into the human population and spreads readily) would probably be similar but they could be more severe.

This is not an exhaustive list and patients may only exhibit one or two of these symptoms. More detailed advice should be sought from your doctor or NHS direct.

Please note these procedures may be amended if an influenza pandemic is confirmed, all parents will be advised by letter of any changes. Information will also be posted on our notice board and website.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	12 th January 2011
Review Date	Reviewed April 2021, and then annually

COVID 19 POLICY

This policy is to be used as a working practice document and this may change as further updates are received from local or national government.

Pick up/Drop Off Procedures

As of 24th February 2022 all COVID 19 restrictions have been lifted. Parents/carers are not legally obliged to wear a face covering when entering the nursery, this is now down to personal preference. Staff are not obliged to wear masks but can do so if they wish.

Reducing risks

Children no longer have to be kept in bubbles or socially distance from each other

The policies below will minimise infection as much as is possible to do so.

No toys should be brought in from home.

All acceptable items from home such as coats and bags with a change of clothes must be clearly labelled. Items that are not labelled will be labelled by a member of staff using a permanent marker pen.

All resources, furnishings and equipment will be cleaned using detergent at the end of every session.

We will have a large supply of antibacterial gel, soap, disinfectant, gloves and antibacterial wipes. Staff will also have alcohol-based sanitiser and this will be kept away from the children. Children and staff will clean their hands regularly.

Staff will wear a mask and apron when changing children, either a nappy or a wet child.

We will ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

Illness/Positive cases

There is no legal requirement to self isolate with symptoms (eg a cough, high temperature, change of taste or smell - please check the list on the government website as these can change as the virus changes), or following a positive test, however, advice from the government is to remain at home and avoid contact with others for at least 5 full days or until 2 negative tests have been achieved.

Children who have tested positive with COVID 19 or display symptoms should not attend the nursery while they are infectious as children are found to be the ones that spread the virus quickly. The nursery retains the right to refuse children coming into the setting if they are deemed too unwell.

Adults and children are not obliged to test daily for 7 days if there has been contact with a positive case, and there is no legal requirement for unvaccinated adults to self isolate for 10 days, however advice is still to remain vigilant and take a lateral flow test and to refrain from being in contact with those that are unwell.

As from 21st February 2022 staff are no longer required to undertake twice-weekly asymptomatic testing due to the risks of severe illness from COVID 19 in most children and vaccinated adults being very low. The nursery is now no longer required to notify Ofsted or the Norfolk Outbreak Management Centre (NOMC) regarding COVID cases.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	August 2020, amended August 2021, amended Feb 2022 in line with new guidelines
Review Date	Reviewed April 2021, and then annually

Lateral Flow Testing Policy

As from 21st February 2022

The government no longer require the staff to undertake twice-weekly asymptomatic testing due the risks of severe illness from COVID 19 in most children and vaccinated adults being very low.

The following is now down to staff preference :-

Staff will switch to self testing from home twice a week using the home based lateral flow tests (NHS test) as provided by the DfE.

Staff will self administer the test twice a week including during non term time at home using the instructions provided within the kit. We will ask that all casual pool staff, parent helpers and visitors to take a test before coming in to the nursery.

The procedure is identical to the work place test procedures except the solution to add to the tube is already premeasured in small sachets within the kit.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	March 2021
Review Date	Reviewed April 2021 and then annually

E-Safety Policy

This policy replaces Staff Use of Social Networks and Mobile Phones, and has been extended to cover the general use of mobile phones and cameras in the setting. Staff should also refer to their staff handbooks.

Staff Use of Social Networking sites and Mobile Phones

The nursery expects that all staff will use due care when using social network sites. This is to protect the children, parents, other staff and the positive reputation of the nursery.

The nursery does allow staff members to use any social networking sites as long as they respect the following guidelines. A failure to do this may be a breach in confidentiality, and may warrant disciplinary action.

The guidelines include but are not limited to :

- Staff must not make mention of any children from the nursery on their profiles
- Staff must be careful about suggestive comments which may reflect badly on the nursery, eg 'I've had a horrid day at work'
- No photos are to be published of the nursery, its children or staff
- Staff must not publish any comments about other members of staff
- Staff should not as a whole accept personal invitations to be friends from parents or carers. It is expected that staff will not accept personal invitations from parents or carers who they have only met through the nursery until the children of that parent/carer has left. The Supervisor and Chair of Committee will have overall discretion on this.

Accidental breaches of this policy can be helped by setting an online profile to private so that only friends can access the information.

Mobile Phones are not to be used in the setting. No photographs are to be taken in the setting using a mobile phone. Mobile phones should be kept in the storage area of the setting during the sessions. It is expected that staff will only use their phones when there is a genuine need, and that any conversations will be conducted away from the session and kept to a minimum.

Use of Mobile Phones by Visitors and Parents Whilst in the Setting

The nursery requests that any visitors to the nursery, including parents of existing or prospective children, refrain from using mobile phones whilst in the setting. This is especially important with regard to the taking of pictures.

Photographic Images Taken in the Setting

The nursery does take photos of the children in the setting and on outings as part of the learning story records, or for use in the red liaison books. The registration form which parents complete on their child's first day with us includes a consent from the parents to allow the nursery to do this. We also take a separate consent form covering the use of images in our promotional literature including our website.

All photos taken in the setting by staff are taken on the official nursery camera and never on the staff's personal equipment. The children also have access to a child friendly camera.

The nursery does allow parents to take photos and videos during special events, in particular the nativity play and leavers concert. This is entirely dependent on the agreement of all parents and carers. If anyone does object to this relaxation in our procedures this will mean that no images can be taken. The supervisor will ask at the beginning of such an event if anyone objects, and will then advise the parents / carers whether images may be taken. Our registration form has been amended to include this consent or objection from parents.

Internet Use

The nursery maintains its own website and at present this does not include any images of the children. All parents sign a form consenting or not to the use of their child's image in our promotional material which includes our website, this covers the possibility of using photos in the future on the website if it is felt appropriate.

All email correspondence is dealt with by the administrator and is only used for the purpose for which it was originally intended. Some parents opt to have newsletters sent by email, these are sent directly from the nursery's email account.

There is currently no internet access at the setting.

Please note that if this policy is breached disciplinary procedures may be taken as this could be seen as gross misconduct.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	January 2013
Review Date	Reviewed April 2021 and then annually



Section4

Organisation

Administration

Admissions

New Child Welcome Procedures

Fees

Staff Wages

Management of Staff Absences

Admissions Policy

It is our intention to make our pre-school genuinely accessible to children and families from all sectors of the local community. In order to accomplish this we will:

- Ensure that the existence of the pre-school is widely known in all local communities. We will place notices advertising the pre-school in places where all sections of the community can see them.
- Keep a place vacant, if this is financially viable, in order to accommodate emergency admissions.
- Describe the pre-school and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups, with and without difficulties.
- Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- Make our equal opportunities policy widely known.
- Be flexible about attendance patterns so as to accommodate the needs of individual children and families.
- Places for new children are allocated on a 'first come first served' basis.
- Requests for additional sessions for existing children will also be dealt with on a 'first come first basis'. If 2 or more children have requested the last available place on a certain day, at the same time, priority will be given to children who live in Little Melton, followed by those who have siblings at the setting, followed by all others.
- We will always advise new parents of our admissions policy so that they are aware of our allocation criteria.
- If children are transferring from another setting we will request a transition report from the previous setting.
- The nursery does ask all parents to bring in either the child's birth certificate to confirm a child's date of birth.
- As much information as possible is gathered prior to your child starting with us to give them the best start possible. We recognise every child is unique.
- As part of the registration process parents/carers will be required to provide documentation to evidence their child's date of birth. This is to

confirm that the child has reached the eligible age for the free entitlements. A copy will not be retained but may be requested again at a later date.

- Early Education is offered within the national parameters -
 1. No session to be longer than 10 hours
 2. No minimum session length (subject to the requirements of registration on the Ofsted Early Years Register)
 3. Not before 6am or after 8pm
 4. A maximum of two sites in a single day
- A copy of this admissions policy is issued to families as part of the registration pack. It is also available on our website or on the information board at all times as part of the overall policy documents.
- Early Education is offered to families for 38 weeks of the year, these being what is classed as normal 'term time'. The funded hours can be claimed to the maximum available for our sessions which run Monday through to Friday from 9.15am to 12.15pm.
- Please refer to the SEND policy concerning the SEND support on offer to children and how we support families choose the right setting for their child with SEND.
- We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund and any other locally available funding streams with a view to submit a claim/application to support and improve their outcomes.
- We will work with parents to ensure that as far as possible the sessions that can be taken as free provision are convenient for parents working hours, although we are restricted by the availability of the village hall.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	11 th March 2009
Review Date	Reviewed April 2021, and then annually

New Child Welcome Procedures

New Enquiries

When a new enquiry is received at the nursery a progress chart will be started. All enquiries are followed through as per the progress chart - copy attached for reference.

Visits Prior To Start Date

All parents of children due to start at the nursery will be contacted in the half term prior to their start date to arrange a visit to allow the child and parent to become more familiar with the setting. A member of staff will spend time with the parent and child on this visit to guide them through the setting and to answer any queries. We will offer a one off hour long session for each child prior to them starting with us.

Start Date

We are happy for children to start throughout the academic year as requested but please note that we do not start children within 2 weeks of the end of each half term.

Three weeks before starting parents are sent a registration pack which includes our Registration Form which we ask parents to complete and return prior to the start date. All the information asked on the form is to give your child the best possible start at our nursery. The completed form should be returned to us before the start date to give staff time to prepare for their start. Your child will not be able to start if a completed form is not received.

Parents are advised that they can stay as long, or as short, a time as they wish in order to settle their child. The nursery recognises that this is a unique experience for each child and parent, and that some children may require more parental support than others when settling in.

Staff may give advice on suitable hours of attendance to be able to meet all your child's needs and those of the other children in the setting.

The other staff will also be on hand to answer any questions, and to introduce the parents to the red book communication system, the learning stories, and information about the EYFS if wanted.

After the Initial Start

If parents have any queries following their child's start they can refer these to any member of staff. If a key person has been allocated to their child they can raise queries with them. Staff are always available before and after a session, and a private room can be used if the parents wish to discuss anything of a confidential nature.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed April 2021 and then annually

Fees Policy

Fees Paid By Parents

Fees are based on the number of sessions booked, not on attendance.

The management committee decides on the fee due per session, this is usually done annually but could be done more often if circumstances warrant an additional review, eg if the village hall rates increase dramatically. Fee rates are not amended during a half term, and a notice period of at least $\frac{1}{2}$ term is given before a fee change becomes effective. All parents will be advised of the revised sessional rate through one or more of our normal communication channels, these being via the website, on notice boards, in the regular newsletters or in writing to each parent.

The nursery does not charge for the snacks that are provided during the session. We will be asking a voluntary donation from parents to help cover this cost starting in January 2018. This is not a charge but a request for a voluntary donation.

Charges for additional services may apply, these are agreed or notified to parents in advance. If charges are made for trips these will be agreed prior to the trip taking place.

We do charge for our lunch club when we provide it. The charge for this is currently £5.00 per lunch club session, any changes to this amount will be advised to the parents in advance. These charges are not paid in advance or invoiced, the fee is simply paid on the day of attendance.

We do charge a fee when a child is collected late, please refer to our late collection policy.

We do not charge a deposit or registration fee for a place when a booking is made.

Invoicing

Fees for new children joining the nursery will be issued on their first day of attendance. Fees for existing children on our register will be issued at the beginning of each half term. All invoices are issued for the full half terms fees, and are placed in the children's trays.

All invoices are itemised and provide clear information regarding the charges as agreed in the parents contract. The invoices allow the parents to see that the government entitlement is received completely free of charge and also highlights any additional fees that may be applied - ie if we need to invoice parents for lost revenue if their child does not attend on a day that funding has been claimed for.

Payment of Fees

All fees are payable within 7 days of receipt. Fees continue to be due until a place has been cancelled in writing regardless of attendance.

Non-payment or Delayed Payment of Fees

If fees are not made by the 7th day a reminder will be issued to those parents asking them to ensure that fees are paid within the following 7 days. If fees have still not been paid by the 14th day a further reminder will be issued advising the parents that their child's place will be cancelled should the fees not be paid within the following 7 days. Whenever practical a member of staff, or the treasurer will try to speak to the parent concerned.

If no payment has been made, or any other arrangement made for the payment of the fees, the child's place will be cancelled and the parents advised.

The nursery does reserve the right to pursue those fees due prior to a place being cancelled because of non-payment.

The nursery does appreciate that some parents might find it hard to pay fees in one amount, and therefore, does accept payment by instalments subject to certain conditions. These conditions are :-

- All payments by instalments must be made by prior arrangement.
- All instalment arrangements should be based on a practical and manageable principle to suit the needs of the nursery and the parents.
- Any failure to maintain the instalments will result in the total remaining fees being payable in full.
- Any change to the instalments must be agreed by the nursery.

In the event of a debt occurring through non-payment of fees the management committee will decide on what further action should be taken, this may include pursuit of the debt through the county courts. The management committee reserves the right to apply administration fees to any debt to cover the additional work involved.

Government Funded Places

Funding for Children Aged 3 and above

Government funding is currently available to all children in the term after their 3rd birthday. The nursery will provide the necessary claim form to each parent at the appropriate time in order for this funding to be claimed. Government funding is

intended to cover the cost of the 15 hours a week of free, high quality, flexible childcare and is not intended to cover other costs such as snacks, or additional services.

The free entitlements will be delivered consistently so that all children accessing any of the free entitlements will receive the same quality and access to the provision, regardless of whether they opt to pay for additional services or optional hours. The entitlement is offered free, and parents will not be charged for any difference that there may be in the future between the amount received from the Local Authority and our current sessional rate, at present our normal sessional rate is less than that received from the Local Authority.

The number of hours available for funding are governed by the local authority, and at present are up to 30 funded hours per week during term time, we are only able to offer 15 hours a week due to the constraints of our location. The nursery sometimes offers a lunch club but this is not covered by the government funding, an additional parent paid fee is levied.

The nursery will not ask parents to pay any additional sums for the normal sessional care that is covered by the government funding. Government Funding may not cover child absences for long term or regular illness and is reviewed on an individual basis. When a parent has claimed the government funding for their child but their child is absent, the nursery may have to make an adjustment to the funding claim via the normal claiming portal. All fees lost in this manner are invoiced to the parents at our usual sessional rate.

The nursery will ensure that all claim forms are properly completed and that all the paperwork required by Norfolk Children's Services is completed in a timely and accurate manner. The nursery is responsible for making any adjustments to funding based on the information provided by the parents.

Funding for Children Aged 2

The nursery does offer a few places for children aged 2 who are eligible for the 2 year old funding. These places are available when the nursery register allows and are subject to the eligibility of the child being verified.

Places are not available to other children aged 2 who do not qualify for the funding.

The nursery will ensure that the parent completes the appropriate claim form, and that any claim is submitted to the appropriate authority for payment within the required timescales and procedures.

This funding is also subject to the same adjustments for child absences and all other criteria as those stated in the '3 and over' funding section above.

Signed
Print Name Chair of Committee
Date Adopted 12th May 2010, Revised Sept 2013 and June 2017
Review Date Reviewed April 2021, and then annually

Staff Wages - Procedures and Policy

Staff wages are paid every four weeks on a Friday.

Wages consist of a basic wage together with any deductions for absence or overtime for additional hours worked.

The basic wage is calculated at the beginning of each academic year and includes a full holiday entitlement for the contracted hours. The calculation is done using an approved matrix for term time only employees. These calculations are done by the administrator and signed by the treasurer. All staff are not contracted to work during the school holiday periods.

Each staff member must complete a time sheet for each pay period, these should be signed off by either the supervisor or administrator.

Details of wages due are emailed to our payroll accountants, currently Berry and Warren, on the Monday or Tuesday of the week that wages are due. The accountants email the wage slips and wage accounting information back. The nursery administrator arranges the appropriate payments to each staff member and ensures they receive their wage slip. The treasurer signs each voucher docket, and cheque if appropriate, to confirm that all payments have been made correctly. Staff can be paid by cheque or by direct bank transfer.

Any PAYE or National Insurance due is also advised to the administrator by the accountants. The administrator ensures that this payment is made within the time scale set by HMRC. The treasurer will also sign the voucher docket and or cheque for this payment.

In order to ensure that the wages paid accurately reflect any adjustments to holiday entitlement the following procedure is applied :-

- Deductions for lost hours will be calculated using the hourly rate appropriate for the staff member plus 12.07%. This ensures that the holiday element of the basic wage is recovered.
- Additions for overtime and lunch club will be calculated using the hourly rate appropriate for the staff member plus 12.07%. This ensures that an additional holiday entitlement has been included in the payment.

A separate file is kept which contains all completed staff time sheets and is kept with other nursery records and files by the administrator.

Please also refer to the Management of Staff Absences policy for details of sick pay.

Signed
Print Name Chair of Committee
Date Adopted 10th March 2014
Review Date Reviewed April 2021 and then annually

Management of Staff Absences

The nursery recognises that employees may be absent from work for a variety of reasons. To ensure that staff are treated in a consistent and appropriate manner this policy provides the framework for dealing with such circumstances. It is our aim that this framework will support both individuals and the organisation during times of staff absence whilst ensuring that the genuine needs of the employees are fairly balanced with the business needs of the nursery.

Exclusion periods for contagious illnesses

Working with children will mean that staff are in contact with illnesses which are contagious. We take the health of the children and staff very seriously, therefore if a staff member does have a contagious illness they must adhere to the same exclusion periods as children. This will help to ensure that the illness is contained as reasonably possible. The guidelines from HPA are displayed at the village hall and can be referred to for specific cases.

Absence reporting procedure

Every staff member is expected to follow the following procedure. Failure to do so may possibly result in disciplinary action.

1. On the 1st day of absence, the staff member must telephone the supervisor as early as is reasonably possible, this should be by 7.30am on the day of absence at the latest. In the case of the supervisor they should telephone their deputy supervisor and the chair of the management committee.
2. Staff will be expected to give brief details of the reasons for their absence as well as an estimate of how long this absence may be for, eg if it is related to a contagious illness.
3. Staff should telephone themselves unless they are hospitalized or severely incapacitated.

Returning to work

All staff must complete a 'Self Certificate' when they return to work. A copy of this is in the staff handbook.

For absences of over 7 days a medical certificate must be provided.

On the first day that a staff member returns to work a 'return to work interview' will take place. This will usually involve the supervisor, chair or committee and

administrator together with the staff member. A return to work will also cover any reasonable adjustments the nursery can make to enable the employee to return to work. These adjustments will be individual to the case and decided on an individual basis. If appropriate a risk assessment covering the specific illness of the employee and their individual risks will also be completed. During the return to work interview a 'Return to Work' form will be completed. This form should be signed by all those in attendance of that meeting.

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence the employee will be advised by the supervisor and/or chair of committee.

Staff members can be accompanied by a work colleague to any meeting should they wish them to do so.

The abuse of sick leave and pay regulations may be classified as misconduct and may be dealt with through disciplinary procedures.

Frequent and/or persistent short-term absence

Absence of this nature can be identified by the following indicators and should be classified as a trigger for further investigation :-

- Four self-certified spells of absence and / or a total of 10 working days or more of self-certified absence from the date of the last absence in a 12 month rolling calendar
- Patterns of absence over a period, eg an individual regularly taking Mondays or Fridays off or an individual regularly taking time off at the start and end of a term
- Where a staff members attendance record is significantly worse than those of comparable employees

Long term absences

The nursery defines long term absences as those lasting over 2 weeks.

The staff member should be contacted by the supervisor, administrator, or chair of committee after an absence period of over 2 weeks, this will be an informal contact. It is at this contact that an agreement should be reached concerning the pattern and nature of further contact between the employee and the nursery. The nursery will keep in contact with the employee by their chosen method, this could be by email, regular telephone conversation or face-to-face meetings. This contact will be maintained throughout the period of absence. An employee can change the chosen method at any

time especially if they feel it is too much for them to accept, in these circumstances a new pattern and method will be agreed. A new form has been devised and has been added to the staff handbook, this should be completed by the employee and given to the nursery as detailed on the form.

Staff should be included in staff social events during their period of absence when this is practical and appropriate, in order that they still feel part of the team. Staff are requested not to attend any nursery-led fundraising events whilst off sick as these events are work based activities. Staff are also requested to not enter the hall area when the children are present, they are very welcome to come in, by prior arrangement, and use one of the other rooms not occupied by the children, this is for individual safety and insurance purposes.

It may be felt appropriate that a face-to-face meeting is arranged at any agreed point to discuss the following possible points :-

- The nature of the illness and its likely duration
- To ensure that the staff member is aware of the nursery's concern regarding their health and absence
- To consider offering alternative duties or working hours if this would enable a quicker return to work, this would be subject to medical advice
- To give consideration to any personal problems which may have a bearing on the period of absence
- To obtain the agreement of the staff member for the nursery to contact their GP or specialist to try to establish the likely length of absence and the long-term effect on their capability in relation to job performance and attendance.

If the absence continues or following a return to work the attendance record does not improve a subsequent meeting will be arranged. The nursery will :-

- Review the employee's absence record
- Consult the employee
- Obtain up to date medical advice
- Review whether there are any other duties the employee could do
- May consider whether it has become necessary to terminate the employees contract. Under these circumstances advice would be obtained from the PLA lawcall line and local authority. This would be regarded as a last resort action and the nursery would try its best to find another solution. The employee will be informed throughout the process and their views will be taken into account.

Sick Pay

The nursery does not pay sick pay but normal statutory sick pay does apply. The accountants will be advised when this is appropriate. The nursery will continue to deduct money from a staff members basic wage to recover the lost hours due to the absence and to recover the holiday entitlement contained within the basic pay. Details of this can be found in the staff pay procedures. The deduction of money for the lost hours and holiday entitlement may on occasions slightly reduce the overall sum of SSP.

Time off for dependents

Occasionally a staff member may require time off to look after a child they are responsible for, a dependent relative or partner who becomes ill or incapable. An employee will be allowed to have up to 2 days unpaid leave to organise appropriate care. Any extension to this must be agreed by the supervisor and/ or the chair of the committee. Further details are also contained in the staff handbook regarding this.

Bereavement or compassionate leave

When an employee requests leave for a bereavement or for leave of a compassionate nature, the nursery will deal with each case on an individual basis. The decision will be made by the supervisor and / or the committee.

Medical appointments

It is expected that staff members will arrange any regular medical appointments outside their normal working hours. The nursery does not feel this is an unreasonable request as all employees are employed on a part-time basis and therefore do have hours during the normal working day when they are not at the nursery. The nursery does understand that on occasions some specialised clinics or appointments do have very limited availability, eg a clinic may only run in the morning, and if this event should occur it will do its best to accommodate the staff members needs. These will be treated on an individual basis.

Staff handbook, code of conduct and contracts

Staff should also make themselves aware of the details contained in all their staff documentation regarding absences.

Signed
Print Name Chair of Committee
Date Adopted 10th March 2014
Review Date Reviewed April 2021, and then annually



Section4

Organisation

Child Care Practice

Starting Pre-School

Settling In

Curriculum

Two Year Old Assessments

Key Persons

Tapestry

Starting Pre-School

The first days

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help a child feel confident and secure in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. The pre-school's policy on "settling in" is within this document.

What to wear

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes which are easily washable or not too new.

It is good for children to practise the skills which will make them independent. Simple clothing which they can handle themselves will enable them to go to the toilet when they want to and put on and take off their outdoor clothing without being too dependent on other people's help.

The nursery does sell polo shirts, sweatshirts and fleece which are suitable to wear at the nursery.

Children should wear suitable footwear which will minimise the risk of slips and trips, and will be appropriate for use on the large play equipment such as the climbing frame.

We hope that all children have a happy and productive time in pre-school. The Committee or staff will be happy to answer any queries.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed April 2021, and then annually

Settling in at Pre-School - Policy and Practice

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the pre-school.

In order to accomplish this we will:

- Encourage parents to visit the pre-school with their children during the weeks before an admission is planned.
- Make clear to families from the outset that they will be supported in the pre-school for as long as it takes to settle their child.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.
- Reassure parents whose children seem to be taking a long time settling into the pre-school.
- Introduce new families into the group on a staggered basis.
- Request a transition report from a previous setting is appropriate.

Children cannot play or learn successfully if they are anxious and/or unhappy. Our settling in procedures aim to help parents to help their children feel comfortable in the pre-school, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed April 2021, and then annually

Curriculum Policies

Within the group, all children are supported in developing their potential at their own pace. Our system enables us to ensure a planned curriculum tailored to the needs of each child by means of our developmentally appropriate play opportunities and a high level of individual adult input. We offer a curriculum which is carefully planned in line with the stated Government Early Years Foundation Stage Learning Goals for pre-school children and prepares children to progress with confidence to the National Curriculum at the age of five. Activities are offered on a daily basis which meet the learning outcomes in the 7 areas of the Foundation Stage curriculum.

1. Communication and Language

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

2. Physical Development

We provide opportunities for children to be active and interactive to develop their co-ordination, control and movement. We help them to understand the importance of physical activity and to make healthy choices with food.

3. Personal, Social and Emotional Development

Children are helped to develop a positive sense of themselves and others, to form positive relationships and develop respect for others. We also help them to develop their social skills, how to manage their feelings and understand appropriate behaviour in groups, and to have confidence in their own abilities.

4. Literacy

The nursery encourages children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials, eg books and poems, to ignite their interest.

5. Mathematics

We provide the children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems. We also help them to understand and describe shapes, spaces and measures.

6. Understanding of the World

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

7. Expressive Arts and Design

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

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006
Review Date	Reviewed April 2021, and then annually

The Shared Review at Age 2 'Being 2 in Norfolk'

Between the ages of two and two and a half your child will be invited to have a health and early education review.

The nursery will undertake an early education progress check with the consent of, and alongside parents. In our setting this will take place between 24-36 months in the form of a written summary in the three prime areas of learning; Personal, Social and Emotional Development; Physical Development and Communication and Language.

A meeting to discuss your child's health will be arranged by your Healthy Child Programme Health visiting team between the ages of two and two and a half.

With parental consent, the information from the nursery and from the health visitor will be brought together to give a complete picture of your child's development.

The check will enable practitioners to understand the child's needs and plan activities to meet them in the setting. It will also enable early identification of any developmental needs so additional support and action plans can be put in place to best support the child if necessary. This may be in conjunction with the health team.

The nursery will

Ask to see the child's red book on the first day of their child starting at the setting.

Gain written consent from parents to complete the education review, write a written report and share this information to bring together the education and health review.

The child's development will be reviewed in the three prime areas of development between the ages of 30 months (point of entry) and 36 months if a progress check has not already been completed by another setting. The report will be completed after the child has attended the setting for sufficient time to make a realistic assessment (determined by the child's key person)

Individual needs and circumstances will also be taken into consideration such as periods of ill health or a significant family event (bereavement or arrival of a new sibling for example). The timing of the check will be agreed with parents and the setting.

The check will be in the format of a written report and will be based on the continuous observations and assessments of the child in the nursery as carried out as part of everyday practice in the setting.

The report will be written by the child's key person in the setting taking into account

the views and contributions of parents. The setting acknowledges that parents know their children best and this knowledge will be reflected in the check and final report. The setting will also complete the relevant section in the child's red book.

A copy of the report will be provided to parents/carer after an agreement has been reached between the practitioner and parent regarding the reports content.

A confidential copy of the report will be shared (again with prior written consent) to Norfolk County Council's Achievement and Early Years Service team who will coordinate the education and health review. This information is uploaded to them via the secure Provider Portal after the written consent from parents/carers has been obtained.

The report will be confidential and any additional support required will only be sought after permission of parents/carers.

Childminders of the child will be asked to contribute to the progress check to inform the review.

In the case of a child who attends more than one setting, the progress check will be carried out by the setting where the child spends the greatest amount of time each week. However, the nursery will seek to get the views of another setting and likewise share information to another setting with parental permission. If a child moves between the ages of 30-36 months, the supervisor of the respective settings will decide who will carry out the progress check.

The progress check will be used to plan and think through ideas on how to move each child's development forward and will be used to inform the nurseries planning. Staff will communicate with parents how activities can be supported at home alongside the nursery thorough red book diaries and in regular newsletters.

If an area is identified where a child is progressing at a slower rate than expected additional help may be required or an individual education plan put in place. This will only happen after parental consent and support of the setting SENCO.

If beneficial the plan will be written jointly between the setting (key person and SENCO), health team and parents with prior consent. The child's health visitor will only

be contacted at any time with the permission of the child's parent. This will be in line with the nurseries safeguarding policy and in line with the requirements and guidance of the Local Safeguarding Children Board (LSCB).

The progress check for a child with an identified disability or special educational need will be completed by the child's key person and the setting SENCO. If a child is being supported by other professionals their views and contributions will be sought after an agreement with parents/carers. In some circumstances other professionals would be invited to attend review meetings and be involved in joint planning, again with parental permission. Additional training for staff will be sought if required to complete a check for a child with identified disabilities, medical needs or special educational needs. The progress check will be sensitive to the needs of these children.

More information about Early Years Education for parents can be found on

<http://www.foundationyears.org.uk/parents/>

For more information on being 2 in Norfolk:

<http://www.norfolk.gov.uk/being2inNorfolk>

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	April 2018
Review Date	April 2021 and annually thereafter

Key Person Policy

Each child will be assigned a Key Person, as stated in the statutory guidance for Early Years, after starting at the nursery. The Key Person should help the child to become familiar with the provision and to feel confident and safe within it, developing a genuine bond with the child (and the child's parents/carers) and offering a settled, close relationship.

The Key Person should meet the needs of each child in his/her care and respond sensitively to their feelings, ideas and behaviour, talking to parents/carers to make sure that the child is being cared for appropriately for each family.

(Statutory Framework for the EYFS p.37)

The key person and their responsibilities in the setting are outlined below:

What is the Key Person?

The Key Person is the named member of Staff assigned to an individual child to support his/her development and act as the key point of contact with that child's parent/carers.

This is the *named* member of staff with whom a child has more contact than other adults. The Key Person has special responsibilities for working with a small number of children.

What is the Key Person approach?

The EYFS states:

'Children learn to be strong and independent from the base of loving and secure relationships with parents and/or a key person.'

Positive Relationships, EYFS

The Key Person system helps build positive relationships with the children and between parents/carer and staff. This is achieved by:

Shared Care

- An adult who is 'tuned in' to the child and family, and actively builds positive relationships and communications.
- An adult who oversees and builds the shared record of a child's development and progress with staff, parents and other professionals.

Secure Attachment

- An adult who cares and responds sensitively to a child's feelings, ideas and behaviour.
- An adult who is primarily responsible for personal care routines, e.g. nappy changing, toileting, sleep periods, shared eating times.
- An adult who helps the child to become familiar with the setting and to feel confident and safe within it.

Independence

- A trusted and supportive adult who enables independence.
- A supportive adult during new situations and times of anxiety or illness

In addition:

Any observations/assessments made by another member of staff will be recorded and passed to the relevant key person to add to their child's learning story.

The key person is responsible for recording observations and assessments in the online Tapestry Journal. This is particularly important as a means of communication if parents do not come into the setting.

Provision will be made for a 'deputy' key person to take over all the key person responsibilities if they are absent from the setting. If this is for a long period of time, parents/carers will be notified of the change in writing.

If parents/carers are unhappy for any reason about their designated key person, the supervisor should be informed and a new key person can be assigned to the child and family. Information regarding this will be kept confidential. If the issue is regarding the supervisor the chair of committee should be informed instead.

Signed
Print Name Chair of Committee
Date Adopted 23rd April 2012
Review Date Reviewed April 2021 and then annually

Tapestry Policy

Statement of Intent -

At LMPS we use an online system called Tapestry to record and store all observations and assessments relating to each child. This is a safe and secure system, and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child, family and friends at home, and also post any comments and photographs of their own, thus helping to create a fully holistic view of the child and strengthen the parent partnership.

Safety and Security -

Staff use tablets to take photographs for observations which are to be uploaded to the journals. Each staff member has a secure login which is password and pin protected. The tablets are kept in a secure cupboard at pre-school.

Staff will be allocated time at work to update journals and assess their key children's next steps on ipads or a dedicated laptop. This will remain in a secure cupboard at pre-school. Staff should have minimal need to work on journals at home, but if they wish to do so they may access the Tapestry site using their own ipad or computer. Staff are not permitted to download any photographs of the children onto their own devices. If staff do work on Tapestry at home they should be aware of any other people round them and make sure they are not overlooked. They must logout as soon as they have stopped working.

If a member of staff suspects that their login details have been compromised in any way, they must inform the pre-school supervisor and new login details will be created.

The Tapestry on-line Learning Journey is hosted on secure dedicated servers based in the UK. All data held on our Tapestry account is owned by LMPS; we are registered controllers of data with the Information Commissioner's Office and are bound by the Data Protection Act. The full Tapestry Policies supplied by Tapestry are held in the nursery and are available for you to read at any time.

Parents -

Parents logging in to the system can only access their own child's Learning Journey. Parents may input new observations and photos, and add comments to existing observations. They do not have the necessary permission to edit existing content. Parents are asked to sign a consent form giving permission for their child's image to appear in the other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey. If parents withhold this consent their child is only ever photographed alone and no shared observations are made including that child.

When Children Leave -

When children move to another setting we will transfer the Tapestry account to the new setting, if they also use Tapestry. If they do not use Tapestry a PDF of the journey on a CD will be provided.

When a child leaves the setting to start school we will give the parents a CD with a PDF copy of their child's Learning Journey so they have a lasting record of their child's time at pre-school. The child's information, and their Learning Journey will be permanently deleted from our Tapestry account so no data on that child will remain with us once they have left.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	Reviewed and Revised April 2019
Review Date	Annually



Section4

Organisation

Partnerships

The Role of the Parents
Parental Involvement
Policy Matters
Working with other Agencies
Staff Accepting Gifts
Babysitting

The Role of Parents and their Involvement with the nursery

We recognise parents as the first and most important educators of their young children. Our pre-school aims to support parents. Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will always try to ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress, this is done via the online Tapestry Programme.
- We involve parents in the shared record keeping about their children - either formally or informally - observations / developments are recorded and tracked using an online journal using the Tapestry Programme Parents can access this at all times and are encouraged to add their own observations. Printed tracking sheets are available half termly in the child's individual folder in their tray. Also, more detailed tracking sheets are used to record development in each of the seven areas of learning, these are held in the child's folder.
- The full Tapestry policy (including security) is available in the setting or can be accessed online through Tapestry.

- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training by placing notices on the parents board.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

Parents are welcome to:

Work in the group with the children

Assist with fund-raising

Take part in the management of the pre-school

Represent the pre-school at local and county pre-school activities

Attend training courses, workshops and conferences organised by either the Pre-school Learning Alliance or the Norfolk Early Years Support Network.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006
Review Date	Reviewed April 2021, and then annually

Policy Matters and Making

- Policies are written by the Committee following consultation with the staff.
- Policies are officially signed and adopted at Committee Meetings following the discussion and agreement of those Committee members and parents present.
- A full copy of all policies is kept in the setting at all times and parents are regularly encouraged to view this file.
- If parents have any concerns or enquiries regarding a particular policy, the staff or Committee will be happy to have a discussion with them to explain further the reason behind the policy. If, following this discussion, a parent still has serious issues regarding a particular policy, this will be discussed at the next scheduled Committee Meeting, and any subsequent decision reached will be informed to the parent in writing.
- All policies are read and reviewed annually by all staff and Committee members. If any amendments or new policies are required, this will be dealt with at the next scheduled Committee Meeting. The administrator will make any amendments required to the policies and ask for these to be approved by the committee, sources of changes can be from local authority sources, training or PLA recommendations.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed April 2021, and then annually

Working with Other Agencies

We work in partnership with local and national agencies to promote the well-being of all children.

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing policy, Safeguarding Children procedures and the Special Educational Needs procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed April 2021 and then annually

Staff Accepting Gifts

The nursery does not encourage the giving of gifts to its employees, but understands that on occasions families may wish to show their appreciation, ie at Christmas or when the child leaves.

Gifts from individual parents must not be of an expensive nature and should not exceed a value of £10 (ten pounds).

The receipt of gifts, or lack of, does not mean that a staff member will view a family differently.

The committee sometimes give presents to the staff on behalf of the nursery as an appreciation of their work during the year and at Christmas. These gifts are funded by the nursery when the finances of the nursery are sufficient to do so without impacting on its normal operations. These gifts should not exceed £30 per person.

Occasionally parents will want to gift something to the nursery itself, eg when their child is leaving and to show their thanks to the nursery as a whole. These cases will be treated on an individual basis by the committee, any gifts accepted in this way must be for the benefit of the nursery as a whole, for instance to fund the purchasing a new piece of equipment that is accessible to all the children.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	22nd April 2013
Review Date	Reviewed April 2021 and then annually

Babysitting Policy

The nursery does not provide a childcare service outside of our normal operational times. We do, however, understand that parents sometimes ask nursery staff to babysit for them, and this policy has been implemented to clarify our position.

Any arrangement for babysitting between a member of our staff and a family who attends the nursery is a strictly private arrangement between those individuals. The nursery cannot be held responsible for any agreement made. The nursery does have a very rigorous recruitment procedure to ensure that we only employ suitable people, and we expect that all staff employed by us uphold our duty of care in safeguarding children. Whilst in our employ all staff are subject to ongoing supervision and training to ensure that the highest standards of care and behaviour are maintained. The nursery does not have this control over the conduct of our staff outside their normal position of employment which means that our duty of care regarding safeguarding does not extend to any private arrangements made between staff members and families.

Out of hours work must not interfere with a staff members employment at the nursery.

Confidentiality of employment as specified in our policies and staff handbook must be adhered to and respected.

Parents should also be aware that any other persons who accompany a staff member to babysit may not have the relevant CRB or DBS clearance and may not be appropriate to care for children.

The nursery will not be held responsible for any health and safety, safeguarding or any other issues which may arise from any private arrangement.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	22nd April 2013
Review Date	Reviewed April 2021 and then annually



Section 5

Documentation

Records

- GDPR (General Data Protection Regulations)
- Secure Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure Information
- Children's Records
- Staff Records
- Setting's Records
- Transfer of Records to Schools

GDPR (General Data Protection Regulations)

The GDPR was introduced in May 2018 and replaced the Data Protection Act 1998. It gives individuals greater control over their own personal data. At our nursery it is necessary to collect personal information about the children and their parent/carers and our staff.

We are registered with the Information Commissions Office, ICO, under reference number Z9414566 and have been registered with them since 2011.

GDPR Principle

GDPR condenses the Data Protection Principles into 8 areas, which are referred to as Privacy Principles. These are :

1. You must have a lawful reason for collecting personal data and must do it in a fair and transparent way.
2. You must only use the data for the reason it is initially collected.
3. You must not collect any more data than is necessary.
4. It must be accurate and there must be mechanisms in place to keep it up to date.
5. You cannot keep it any longer than needed.
6. You must protect the personal data.
7. You must have appropriate measures against unauthorised or unlawful processing of personal data and against accidental loss and/or destruction/damage to personal data.
8. Personal data shall not be transferred to any outside agency or country within the EU that does not comply with the new GDPR rules.

The GDPR provides the following rights for individuals :

- The right to be informed
- The right of access
- The right of rectification
- The right to erase
- The right to restrict processing
- The right to data portability
- The right to object
- Rights in relation to automated decision-making and profiling.

Lawful Basis for Processing Personal Data

We must have a lawful basis for processing all personal data within our organisation and this is recorded within the rules of GDPR. The reasons for this are as follows :

- Consent - the individual has given clear consent for you to process their personal data for a specific purpose
- Contract - the processing is necessary for a contract you have with the individual, or because they have asked you to take specific steps before entering a contract
- Legal Obligation - the processing is necessary for you to comply with the law
- Vital Interests - the processing is necessary to protect someone's life
- Public Task - the processing is necessary for you to perform a task in the public interest or for your official functions, and the task/function has a clear basis in law
- Legitimate Interests- the processing is necessary for your legitimate interests or the legitimate interests of a third party unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

For the majority of the data we collect, the lawful basis for doing so falls under the category of 'legal obligation' such as names, date of birth and addresses as we have a legal requirement to obtain this data as part of the Statutory Framework for the Early Years Foundation Stage.

Some data we collect does require parents to give us consent to do so, eg Tapestry. Where this is the case we have included this on our registration form.

Some data is required by the local authority to enable us to claim the necessary funding, the standard claim form is completed in each case for each child.

Data Retention

We hold information about individuals only for as long as the law or local authority guidelines says we can. After this all data is disposed of securely.

Security

We keep data about all individuals secure and aim to protect data against unauthorised change, damage, loss or theft. All data collected is only accessed by authorised individuals. All paper forms are kept locked away and all computers and tablets are password protected.

Privacy Notices

All parents and staff are provided with privacy notices which inform them of our procedures and why we collect data.

Ensuring Compliance

The members of staff responsible for ensuring that the setting is compliant are Wendy Brake and Jo Runeckles.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	1 st May 2019
Review Date	Reviewed April 2021, and then annually

Secure Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure Information

General Principles

As an organisation using the Criminal Records Bureau (CRB) Disclosure service, now known as DBS, to help assess the suitability of applicants for positions of trust, Little Melton Pre-School Nursery complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act 1998 and GDPR Regulations 2018, and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and has a written policy on these matters, which is available to those who wish to see it on request.

Storage and access

Disclosure information should be kept securely, in lockable, non- portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with Section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the CRB / DBS about this and will give full consideration to the data protection and human rights of the

individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, e.g. by shredding. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

Signed

Print Name Chair of Committee
Date Adopted 3rd July 2007
Review Date Reviewed April 2021, and then annually

Children's Records

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act , GDPR Regulations 2018 and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Information Sharing policy.

We keep two kinds of records on children attending our setting:

Developmental records

- These include observations of children in the setting, photographs, and samples of their work and summary developmental reports.
- These are usually kept in the children's named trays and can be freely accessed by the parents whilst on the premises. Staff are happy to discuss these records with the parents.

Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters. These records are primarily held at the nursery, some records are held by the administrator when required in normal working practices, ie when completing new enquiry progress charts.

- These confidential records are stored in a designated area and are kept secure by the supervisor and /or administrator.
- Parents have access, in accordance with our *Client Access to Records* policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting. These are kept in a secure place.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

Signed
 Print Name Chair of Committee
 Date Adopted 16th February 2011
 Review Date Reviewed April 2021 and then annually

Staff Records

Staff files are maintained in accordance with current legislation and only contain relevant up to date information.

Information contained in staff files will include :-

- Contracts
- Amendments to contracts
- Annual Declarations
- Personal Details
- Copies of qualification certificates
- Application forms
- Progress charts
- Appraisals

There is also a general staff information file which will contain a single central register of staff details which will detail, amongst other information, the number of the latest CRB / DBS and the date it was taken.

A separate file is kept for the payment of wages.

There is a separate reference folder held at the nursery containing copies of forms for use, together with completed induction forms.

Staff can see their staff file whenever they wish but are not allowed access to other staff member files, the exceptions to this are as follows :

- The supervisor has access to the staff files when required to do so in the course of their duties.
- The administrator has access to the staff files when required to do so in the course of their duties.

All information will be treated with the utmost confidentiality.

Wages information will be provided by the administrator when requested.

Staff files are held in a locked box at the nursery which is kept by the administrator during holiday times and when needed for their duties.

Proforma contracts, amendments and annual declarations are prepared and held by computer, however no personal or specific information about a staff member is held on computer file.

Staff information is also held online by Norfolk Children's Services via their secure Portal. Wendy Brake and Jo Runeckles have access to this service.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed April 2021 and then annually

Setting's Records

We keep records for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Village Hall documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

- All records are the overall responsibility of the officers of the management committee who delegate the day to day responsibility to the administrator and/or the supervisor to ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed April 2021 and then annually

Transitions

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Transfer of development records for a child moving to another early years setting or school

- We write a transition report which goes to the school when authorised to do so by the parent.
- This record refers to any additional language spoken by the child and his or her progress in both languages.
- The record also refers to any additional needs that have been identified or addressed by the setting.
- The record also refers to any special needs or disability and whether a FSP was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs and gives the name of the lead professional.

Additional face to face meetings may be carried out with the incoming nursery or school in advance of a child identified as having SEN or a disability attending their new setting. Parents / carers of the child will be present at these

meetings and permission will be sought before any information is shared. Please refer to our Special Needs Policy for more details.

- The record contains a summary by the key person and a summary of the parent's view of the child. The learning stories can also be sent to the school if the parents wish us to do so.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011, revised January 2015
Review Date Review April 2021 and annually thereafter