



# Policies and Procedures

Park lane Kids Ltd

September 2018

[www.parklanekids.co.uk](http://www.parklanekids.co.uk)



30/9/2018 *S. Faulkner* • date to be reviewed 30/9/2019

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## Park Lane Kids Ltd – Policies and procedures – updated 01/10/2016

*(All staff to receive a copy and to date and sign the master copy in the office to acknowledge they have received and read their copy)*

*Regular quiz's, professional discussions and supervisions will monitor staff's understanding of these policies and procedures.*

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## SAFEGUARDING CHILDREN POLICY

A **'child'** for the purpose of this policy and procedure is anyone who has not yet reached their 18th birthday and includes students, volunteers and any apprentices under 18.

**Safeguarding** is the activities, policies and procedures that underpin daily practice for staff, parents and children that prevent or reduce the risk of harm or abuse to children.

**Child protection** refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Child abuse** is when another person, whether through action or failing to act, causes injury, death, emotional harm or risk of serious harm to a child. There are many forms of child maltreatment, including neglect, physical abuse, sexual abuse, sexual exploitation, domestic violence, digital technology, bullying, gender-based violence, radicalisation, child sexual exploitation, teenage relationship abuse, FGM, fabricated or induced illness, poor parenting, emotional abuse and any other issues not listed that pose a risk to children.

### Recruitment and Retention;

Robust recruitment and retention procedures ensure that only suitable people are employed and continued to be employed by the company.

- Job adverts will quote "safeguarding children is our priority" and request DBS and references are undertaken.
- Application forms will ask for full job history and gaps in early years will be challenged during interview.
- Identification documents will be checked to confirm the applicant is eligible to work in the UK.
- During the interview process applicants will be required to answer a series of scenarios to establish their morals and values that test their attitudes towards safeguarding.
- A new advanced DBS will be taken for all new applicants or the on-line check completed if they have subscribed to update service.
- It will be made clear to applicants for posts within the setting, that any position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- All applicants for work for Park Lane Kids Ltd whether voluntary or paid will be interviewed before an appointment is made, and will be asked to provide at least two references. All such references will be followed up.

### Staff inductions

All staff complete a 6-week induction, to ensure they understand the policies, procedures and staff handbook and are clear in their roles and responsibilities and reporting procedures if they see or hear something that requires reporting. During this time their on-going suitability to work with children is monitored.

### Performance management (please see performance management policy)

Regular monitoring/supervisions and peer observations ensure staff maintain the highest level of professional conduct so that children are safeguarded. It is hoped that the regular opportunity for professional discussions will help to identify early, any concerns in staff suitability or potential risks to children.

### On-going Suitability

Staff are informed that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). This is checked at supervisions, appraisals and training.

We maintain a record of staff qualifications and the vetting process. Identity checks are carried out during the interview process to confirm their suitability to work in the UK and to clarify they are who they are claiming to be.

A DBS check is completed for every paid and volunteer member of the staff team and the reference number and date of issue recorded and kept in the office. Two references are completed and any gaps in employment challenged during the interview and recorded.

We record information about staff taking medication to establish if they are fit to work the children and that their medication is stored appropriately. (Health Declaration form). Risk assessments are undertaken for staff whose medication could have a detrimental impact on their suitability to work.

## **TRAINING**

Safeguarding training is in-line with the LCSB Safeguarding Competency Framework that sets the minimum requirements for training, renewed as a minimum every three years. Training will ensure that staff are able to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. Once inductions have been completed and staff reach the end of their probationary period, safeguarding training is embedded into daily practice, for example;

- Regularly staff meetings that provide the opportunity to discuss current issues and changes in legislation or policy
- Regular company newsletters to inform of relevant information
- Sharing of local or National news
- Supervisions and peer reviews
- Safeguarding training
- Closed Facebook page to share articles, have professional discussions.
- 1:1 professional discussions

## **WHAT IS A WELFARE CONCERN?**

The key person will have a strong bond with the child and will therefore, be in a position to notice any change that may indicate they are being abused. It is important that you share any of the below indicators with the designated person, who will assess whether the information needs referring;

- Any significant and worrying changes in children's behaviour
- Any unexplained bruises or marks
- Any comments children make which give cause for concern
- Any deterioration in a child's general well-being.
- Any disclosures
- Signs of abuse or neglect are seen
- Someone tells you directly they have seen or heard something

## **HOW TO RESPOND APPROPRIATELY TO SUSPICIONS OF ABUSE:**

- React calmly
- Be aware of your body language and responses
- Keep responses simple, short, slow and gentle
- Move away from other children
- Tell them they have done the right thing in telling you
- Avoid making judgments
- Don't promise to keep it a secret
- Don't stop a child or adult who is talking freely
- Observe and listen but don't ask for more information
- All disclosures or observations will be documented before speaking to the designated person.

**THE ROLE OF THE DESIGNATED PERSON** – your manager, or in their absence the assistant manager/deputy manager or the manager at the other setting or the owner;

- To take all necessary steps to keep children safe and well
- Be alert to any issues for concern in the child's life at home or elsewhere
- To offer emotional support for the member of staff reporting the concern
- Liaising with local statutory children's services agencies and with the LSCB
- Implement the policy and ensure staff understand and comply with it at all times
- To ensure staff are competent in their knowledge of safeguarding
- Provide support, advice and guidance to staff
- Up to date DBS for all staff
- Liaison with social services
- Attending case conferences

Carers will normally be the first point of reference for the designated person, except where the designated person believes it would cause further harm to the child or an adult

All such suspicions and investigations will remain confidential, shared only by those who need to know. The people most commonly involved will be the setting manager, staff and the owner.

#### **IMPORTANCE OF KEEPING RECORDS:**

A Welfare Concern will be kept in a separate file and stored securely in the office. Only authorised persons are permitted to access these files. Normally these records will be passed to the police and Social Care by the designated person as soon as possible. It is equally important to record the reasons for making the decision not to refer to First Response as when the decision is taken to refer. All records must be retained.

(Please see Safeguarding handbook)

#### **CONFIDENTIALITY:**

Safeguarding children is extremely confidential, and information will only be shared with staff directly involved with an allegation. It is not appropriate to openly talk about any sensitive information and this should never be discussed in a public place.

#### **PLANNING:**

Safeguarding children should be, both re-active and pro-active. Staff need to ensure that opportunities for children to talk about worries or concerns are included in their planning and children are given strategies to protect themselves and the confidence and knowledge of how and when to say 'no' and who to report this to.

#### **EARLY HELP (previously known as a CAF)**

The term Early Help is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families. It includes universal help that is offered to an entire population to prevent problems developing. Staff need parents' consent to complete a form, and remember early intervention almost always can prevent a more serious incident.

The designated person will complete a 'request for service form'. The emphasis of this form is identification of the circumstances and needs that are causing concern for a child or family, and what needs to be done to improve the situation.

For new referrals the pathway into the service will be through First Response Children's Duty (FRCD). FRCD will transfer appropriate referrals to the relevant locality team or where discussion is required to the locality hubs Children's Duty: 0116 305 0005.

## **FIRST RESPONSE (Child protection)**

Phone 999 if a crime is being committed or if a child is in immediate danger.

Contact Leicestershire police on 101 if you think a crime has been committed but there is no immediate danger.

Contact the First Response Children's Duty Team if you think a child is being:

- neglected
- physically abused
- sexually abused

Telephone them if you have urgent concerns about a child who needs a social worker or police officer on the day:

Tel 0116 305 0005 (24 hour phone line)

## **INFORMING OFSTED**

Ofsted must be informed on 0300 1231231 if there are any concerns that a child has suffered serious harm or abuse by another person or if there is an allegation against a member of staff. This must happen within 14 days.

All staff will have access to a copy of:

“Keeping children safe is everybody's business” and “What to do if you're worried a child is being abused”

## **INFORMING LADO**

The Local Area Designated Officer (LADO) must always be informed about any concerns or allegations against a member of staff. This should be done prior to starting an internal investigation and Ofsted informed immediately. The member of staff will be suspended while there is an on-going investigation.

0116 3057597

## **THE USE OF MOBILE PHONES, TABLETS AND SMART WATCHES**

Staff are not permitted to use their mobile phone, smart watch (wearable device) or personal camera at any time whilst caring for children. Mobile phones must be locked in staff lockers at all times and only used during staff breaks. Any member of staff caught with their mobile phone or personal camera in the presence of children will be subject to disciplinary. The setting will provide a mobile phone for staff to use during outings.

The setting will provide tablets for the electronic recording of observations and assessments. These are checked regularly to ensure that no inappropriate use and staff are not permitted to access for any personal use.

## **E-SAFETY**

We live in age of digital technology and need to keep children safe. Within the setting it is important to ensure that any devices the children have access to will not permit them to view inappropriate data and that children are closely monitored while they use the internet.

The setting face book page will not be friend children and staff are not to engage in on-line gaming with children at the setting.

Staff should educate and inform children about the dangers of using the internet and how to protect themselves. This can include:

- E-books or stories with an internet theme

- Circle time or social group discussions
- Role play equipment
- Films and media
- Clear messages about reporting.

Adults need to understand the risks posed by other adults who use technology, including the internet to bully, groom, radicalise or abuse children or learners.

Staff are required to be good role models at all time when they use the internet in the setting.

### **MISSING OR ABSENT CHILDREN**

If children have periods of absence that are not accounted for then we must take all reasonable steps to ensure they are safe from harm. In the first instance the key person will call the parent and note the reason the child is absent. If they have been absent on 3 consecutive sessions and there is no explanation, then the manager may do a home visit to check the child and parent are OK. All rooms are to log non-attendance.

### **CHILDREN WHO HAVE SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES**

There may be additional barriers that exist when recognising signs of abuse or neglect of children who have special educational needs and/or disabilities. Therefore, it is important to treat every child the same and share any concerns immediately.

## THE PREVENT DUTY & PROMOTING BRITISH VALUES

From the 1st July 2015 all schools, registered early years' childcare providers and registered later years' childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This is duty is known as the Prevent Duty.

Here at Woodlands and Park Lane Nursery we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- We will build the children's resilience by promoting fundamental British values and enable them to challenge extremist views (In early years, the statutory framework for the EYFS sets standards for learning, development and care for children 0-5, thereby assisting personal, social and emotional development and understanding of the world)
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology.
- We will ensure staff understand the risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.
- We will work in partnership with our local LSCB for guidance and support.
- We will build up an effective engagement with parents/carers and families (This is important as they are in a key person position to spot signs of radicalisation)
- We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them in the right direction and the right support mechanisms.
- We will ensure that our DSO's will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff.
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW)

To help understand how this is put into practice a few examples are as follows:

### Democracy: Making decisions together: PSED

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

## **Rule of Law: Understanding rules matter: PSED**

- Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

## **Individual Liberty: Freedom for all: PSED & UTW**

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should 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, in a small group discuss how they feel about the transition from nursery to school.

## **Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW**

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

### **What is not acceptable:**

- Actively promoting intolerance of other faiths, cultures and races/
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is 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.

## Making a child protection referral to Children's Social Care

An adult has a concern about the safety/welfare of a child.

**RECORD**

Share the concern with the designated person (your manager)

The concern involves immediate risk of significant harm or clear allegation of abuse

The concern involves a serious concern about a child's welfare such as an ongoing serious neglect or emotional harm

There is concern but a lack of information, or uncertainty about whether to refer to children's services

The concern involves ongoing worries about a child's needs being met and the family appear to need co-ordinated support.

The First Response team (previously children's duty team) process all new priority 1 and 2 cases.

The electronic Agency Referral Form (Leicestershire County only) is secure and should be used to report concerns regarding a child or young person that need social work or police intervention.

[www.leics.gov.uk/firstresponse](http://www.leics.gov.uk/firstresponse)

Urgent referrals requiring social work or police intervention on that day can be made by telephone to: 0116 305 0005

Ring the professional help line for safeguarding advice, please call  
0116 305 5500  
(Monday to Friday  
9am – 4.30pm).

The term **Early Help** is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families and to avoid the need for involvement of social work teams.

Effective help may occur at any point in a child or young person's life.

Staff, with parents consent can request for services for children, young people and their families who feel they may need some additional support.

The secure e-form is completed at [www.leics.gov.uk/index/children\\_families/early\\_help.htm](http://www.leics.gov.uk/index/children_families/early_help.htm)

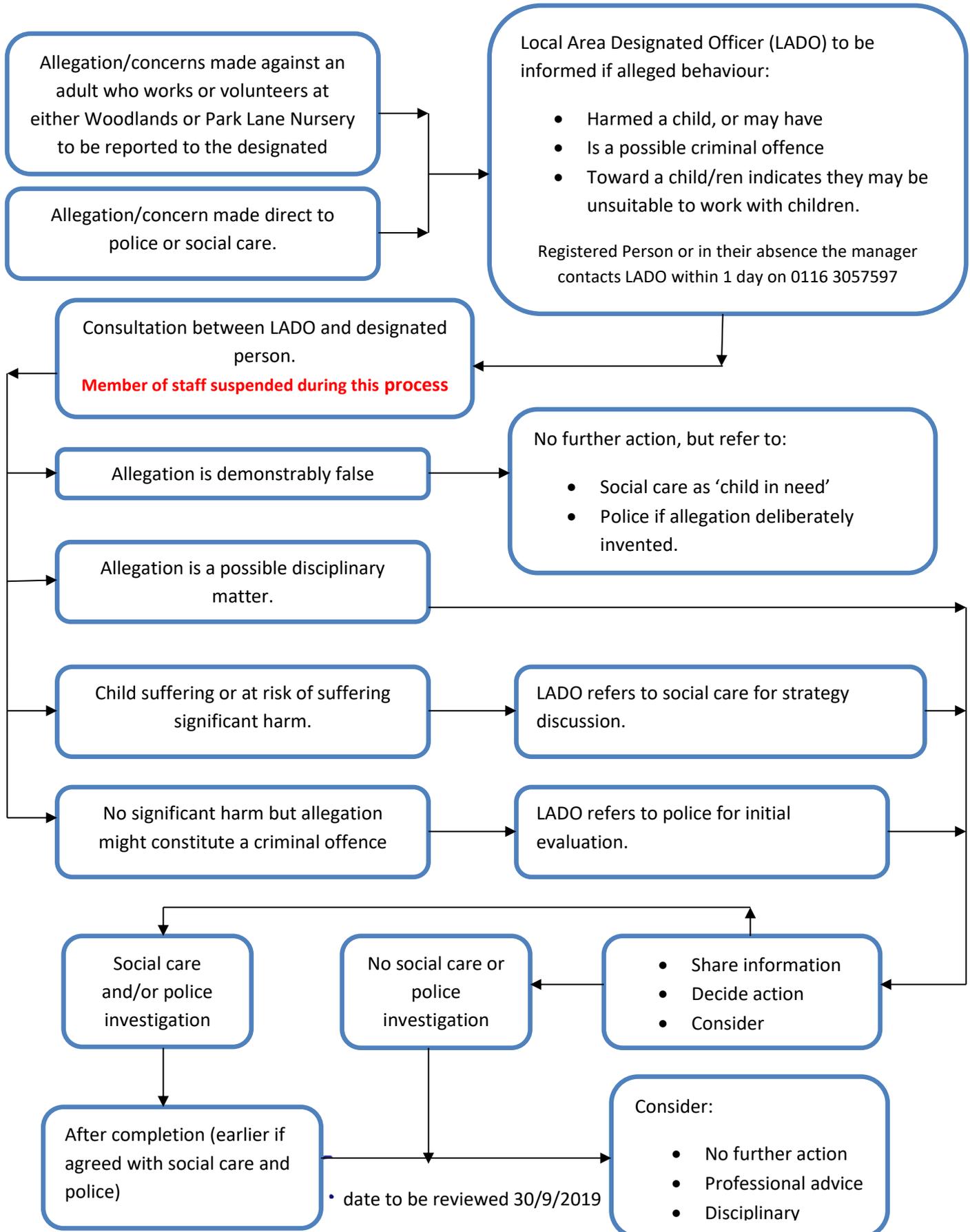
The form is sent to the Local Hub who typically meet every two weeks. They share information with other agencies and decide which services are best able to give support and advice and the appropriate course of action.

All enquiries or referrals where the child or family already have an allocated worker (Social Worker or other type of worker) are to go through the allocated team or worker.

**If you are worried that a child is in immediate danger or at risk of immediate harm, please call us on 0116 305 0005 (24hrs a day), or the Police on 101 or 999.**

## Allegations of abuse against adults who work or volunteer at Park Lane Kids Ltd (Woodlands or park lane Nursery)

Parents should always complain directly to the childcare setting. The setting must inform Ofsted of any complaints or significant incidents and follow the procedure below:



## **POLICY - WHISTLE BLOWING**

Employees are often the first to realise that there may be something seriously wrong within their setting. However, they may not express their growing concerns because they feel that speaking up would be disloyal to their colleagues. They may also fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may be just suspicion of malpractice and wrongdoing at work.

Park Lane Kids Ltd is committed to the highest possible standards of openness, probity and accountability. In line with this commitment, we encourage employees and others with genuine concerns about any person linked with the setting and/or others (e.g. Parents/Carers) to come forward and voice those concerns.

There is no such thing as a trusted conversation. If a staff member discloses something about a child, the family or incidents that may potentially put that child at risk then this must be shared with the designated person. You should encourage the original person to pass it on, however, once you have been told, you too have a responsibility to share.

There are existing procedures in place to enable you to lodge a grievance relating to staff's own employment, Parent/Carer concerns or complaints, and issues raised by outside agencies. This Whistle Blowing policy is intended to cover genuine concerns that fall outside the scope of other procedures.

### **Some signs potential concerns that may be raised through the whistle blowing procedure.**

- Changes in staff personality that causes a concern
- Short tempered, cross with the children
- Inappropriate language towards children including name calling
- Rough handling
- Making opportunities to be out of sight or hearing of another staff.
- Neglect i.e not changing nappies or cleaning up from muddy play
- Shows disregard for the consequences
- Can't be bothered attitude
- Shows favouritism towards a small minority
- Bullying or intimidating children
- Breaches of confidentiality
- Not fit for work through alcohol, drugs or tiredness
- Rude or abrupt to children or staff
- No sense of authority, Reckless in their actions
- Using mobiles or social media when caring for children
- Gossiping about a child or family and unaware of the potential safeguarding risks for that child.

Park Lane Kids Ltd recognise that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal. Park Lane Kids Ltd will not tolerate harassment or victimisation and will take action to protect you when you raise a concern in good faith. However, should you feel that you have suffered harassment, either directly or indirectly as a result of raising a concern, you should refer to the Employees Handbook, or Complaints Policy.

Park Lane Kids Ltd will do its best to protect your identity when you raise a concern. However, it must be appreciated that, in the interests of natural justice, any investigation process may reveal the source of the information and a statement by you may be required as part of the evidence.

## Anonymous Allegations

You are strongly encouraged to put your name to any allegation. Concerns expressed anonymously are much less powerful. Anonymous allegations will be considered and any action taken at the discretion of Park Lane Kids Ltd and in conjunction with the relevant agencies where appropriate.

In exercising this discretion, the following factors will be taken into account when considering how to deal with any allegations:

- The seriousness of the issues raised;
- The credibility of the allegation;
- The likelihood of confirming the allegation from attributable sources.

## Malicious or Vexatious Allegations - Staff

If you make an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against you. If, however, you make a malicious or vexatious allegation, disciplinary action may be taken against you in accordance with the Park Lane Kids Ltd Procedures.

## HOW TO RAISE A CONCERN (For Employees)

As a first step, you should normally raise concerns with your Room Leader or Manager. This depends, however, on the seriousness and sensitivity of the issues involved and who you think may be involved in the malpractice. For example, if you believe that your Manager is involved, you should approach the Company Director (Samantha Faulkner or Lawrence Faulkner).

Concerns are better raised in writing. You are advised to set out background and history of your concerns, giving names, dates and places, where possible, and the reason why you are particularly concerned about the situation.

The earlier you express your concern, the easier it is for Park Lane Kids Ltd, Social Care or Ofsted to take action. Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for initial enquiries to be made.

## STAFF BEHAVIOUR POLICY

We have several policies that tackle staff behaviour and these include:

- Staff taking medication
- Recruitment and retention
- Discipline and Grievance (staff handbook)
- Whistle blowing
- Staff induction
- Performance management and supervision
- Use of social media

## **POLICY - RECRUITMENT AND RETENTION**

### **Job advertising**

Vacancies will be discussed with the owner and manager and an advert placed in the where appropriate. All positions will state that 'all positions are subject to successful DBS and references'.

### **Job descriptions**

The company will have job descriptions and job specifications for all posts and all staff members will be given a copy with an application form.

### **Interview**

Staff at the setting are to be notified when interviews will take place and remember to sign them into the visitor's book.

- Once signed in, show them around the setting, introducing them to both children and staff members and then use the office or staff room and make a cup of tea, this will put them more at ease.
- In an ideal situation it is best to have two people during the interview.
- There are set questions to work through.
- A peer observation to watch how the applicant engages with the children and staff
- Consider the views of the staff and children in the room
- Once they have had time in the room, normally about 30 minutes bring them out of the room and thank them for their time.

### **Shortlisting**

With the help of the staff team and children it is important to short list the most promising applicants and then follow up their references.

### **Offering the position**

On successful references and DBS checks the position will be offered, and the following needs to take place:

- 2 references requested
- ID documents checked along with right to work in the UK
- Take staff photo for the staff board and website
- Issue the staff handbook, policy pack, safeguarding pack, Health and safety book and master document pack
- Take copies of all certificates and current DBS
- Checklist for starting work at the setting
- Book an induction day

### **Induction Day**

The new member of staff will not be counted in ratios and the manager will induct the new staff member ensuring they complete day one of the induction.

New staff members will be given a 6-week induction pack that they will work through with the manager and senior practitioner.

### **Mentor**

The new staff member will be allocated a mentor each day who will be on hand to offer extra support and to guide them through the correct procedures.

### **Unchecked staff**

Any staff, student or volunteer that has not completed their suitability checks will not be left unsupervised at any time.

## **POLICY -SOCIAL MEDIA**

The Company defines social media as any website or other medium (including video) that allows communication in the public domain (even where access may be restricted to a limited number of “friends”). This would include, but is not limited to, Twitter, Facebook, blogs, and comments posted on websites. Access to Social Media may be by computer, tablet, smart phone, or another handheld device. As technology develops, social media is likely to expand and there are likely to be new methods of access. This policy is intended to apply in relation to such new developments.

Comments, images and video, etc. that are posted on social media may be viewed by many different people and you normally have very little control over who may see them. It is important, therefore, that you ensure that you exercise some caution when using social media.

Staff may not use social media during working hours, unless for business purposes. In their own time they must ensure that you do not post any comments about, or images or videos of or about the Company. They must also ensure that they do not post any comments about, or images or videos of employees unless you have their permission, or if they are connected to them as “friends” and the posts are unrelated to work. In order to maintain an appropriate and professional relationship with those that use our service, staff must not become “friends” with the parents or children. If they are already “friends” with a parent or child and this predates either their start of employment or this policy, then they must discuss this with their line manager in order to decide on what action, if any, is appropriate.

## **POLICY - STAFF TAKING MEDICATION/OTHER SUBSTANCES**

There will be no alcohol or other substances (drugs) on the premises and staff are not permitted to drink or use recreational drugs whilst on duty, if caught it may lead to immediate dismissal.

If staff are taking medication which may affect their ability to care for children, those staff should seek medical advice. If any medication changes, staff must inform the manger, who will carry out a risk assessment, to clarify the continued suitability of the member of staff.

Staff will be asked during their supervision about any changes to medication.

Staff medication on the premises will be stored securely in the office and out of reach of children. Staff must complete a medication form and ensure the manager is aware of when they are taking the medication in case there are any adverse effects on their ability to perform their duties.

All staff complete an annual health declaration form, that is held on their personnel file. Any failure to disclose a change in medication could lead to a disciplinary meeting.

## **POLICY -NO SMOKING**

We recognise that some people in our society smoke and we are aware that smoking is lawful and a matter of choice for adults.

However, we recognise that smoking is an activity disapproved of by many parents and to which they do not wish their child to be exposed. We recognise also that our employees have a right to expect to be able to work and have periods of rest from work in a smoke free environment.

Therefore, there will be NO SMOKING at any time in uniform, on the premises or in the presence of a child. This includes e-cigarettes.

Staff are not permitted to take any additional breaks to have a cigarette throughout the day, only their lunch break.

If smoking during work time they must change their top half clothes, brush their teeth and wash their hands prior to returning to work

This policy applies to staff and parents and all parents are made aware of this policy when they enrol their child.

## **POLICY - STAFF MENTAL HEALTH/WELL-BEING**

We are only as strong as our staff team – we depend on having a healthy and productive workforce. We know that people perform better when they feel able to put everything into their job and when they are confident, motivated and completely focused on doing that. Good mental health underpins this. By positively managing and supporting employees' mental wellbeing, we want to ensure that staff perform to their potential.

We aim to create a mentally healthy workplace by having strong leadership and a positive, transparent and clear organisational culture which values staff.

It is important that staff are encouraged to speak openly about mental health during supervisions and feel confident that disclosure will lead to support, not discrimination.

We encourage a workplace culture where employees feel able to voice ideas and are listened to, both about how they do their job and in broader decision-making about the nurseries plans, they will feel that their work is meaningful and valued.

During staff training the nursery aims to raise awareness and promote discussion of mental health and wellbeing. Encouraging a good work/life balance, developing good communication, supporting flexible working practices, and promoting positive working relationships and social activities are also important.

The staff room should be a place clear of clutter, an area where staff can relax and unwind and somewhere they can access materials and resources to help them.

## POLICY – MANAGING BEHAVIOUR

Supporting children in their behaviour is important as it encourages them to understand similarities and differences between themselves and others. Teaching them respect and tolerance. It helps them to learn right for wrong and become a valued member of their community.

Within the nursery setting we will promote and encourage positive behaviour. We will support children using techniques appropriate to their age/stage of development. All staff and adults in the setting are: Expected to display positive models of behaviour.

- Set clear consistent boundaries and expectations.
- Promote sharing and turn taking while encouraging children to respect others play.
- Respond to conflict in a calm consistent manner and help children to find solutions.
- Support children to understand and express their own feelings.
- Praise and encourage positive behaviour and efforts to resolve conflict.
- Support children to understand right and wrong and consider the impact their behaviour has on others.
- Promote respect for each other and value all as children as individuals.
- Provide opportunities for children to develop independence and may choices.

If unwanted behaviour continues we will use the 1-2-3 Magic technique. Staff will need to have a stern but not aggressive voice that is different to their normal playful voice so that children know the difference. When unwanted behaviour is displayed, we will say and gesture to the child “stop 1” using a SHORT SIMPLE sentence that explains the behaviour that we want to stop.

If the behaviour is repeated then we say and gesture “stop 2” and repeat the same short simple sentence. If the unwanted behaviour is repeated again then we say and gesture “stop 3” and the child is moved to quiet area of the room for 2 mins (one minute for each year of their age) with a familiar adult close by. After this time, the child reflects on their behaviour with adult support, and returns to their play.

If a child should display behaviour that may cause harm to themselves or other or serious damage to property, then it is appropriate to go straight to stop 3. When this technique has been used then parents will always be informed.

Children’s behaviour is discussed regularly with parents and when reoccurring unwanted behaviour is displayed then we work in partnership with parents and develop individual behaviour plans.

We WILL NOT

- Use techniques that threaten, frighten or humiliate a child
- Create situations that mean a child receives adult attention only as a result of unwanted behaviour.
- Remove toys because they are the focus of conflict or exclude a child from activities.
- Use physical punishment of any sort.
- Leave a child on their own.

Bullying is the persistent physical or verbal abuse of a child or adult, by a child or adult. Bullying is an intent to hurt, it is often planned and accompanied by an awareness of the impact of their behaviour on others. When bullying occurs between children we will:

- Intervene to prevent or stop harm.
- Support the child who has been bullied, recognising and acting on their concerns.
- Help the child doing the bullying to recognise the impact of their actions and explain why it was not appropriate behaviour.
- Work in partnership with parents to support both children’s needs and develop an individual plan.

We do not label children as bullies, we recognise the support these children need and consider the circumstances that may have caused them to act in this negative way.

A behaviour plan will take priority over the behaviour management policy.

## **POLICY - PHYSICAL INTERVENTION**

There may be occasions when it is necessary for a member of staff to restrain a child for the safety of that child or other children. Restraining a child should be a last resort and only when necessary for the safety of the child. If you need to restrain a child, you **MUST** complete the relevant form and inform the manager.

## **POLICY - BITING**

Biting is very common in toddler and is virtually unavoidable when they are cared for in groups. Biting is a normal behaviour and is not generally a sign that there is anything wrong with the child. Children under the age of three have a limited understanding of the effects of their behaviour on others. They don't appreciate how much biting hurts; however, we need to be consistent in our response to bullying at the setting. Our most important task is to help children to learn which behaviours are acceptable.

When a child bites another child we:

- Say "Stop 3 No biting"
- Comfort the child who has been bitten and apply any first aid that is required.
- The child who has been bitten will be spoken to by getting down to their level using words, tone of voice and manner that communicates that this behaviour is not acceptable. This needs to be age appropriate
- Do not shout at the child and do not use the word naughty
- Remove the child from the activity and give them a short period of 'thinking time'. During this time, the adult stays close by
- Speak to the child again and use age-appropriate language to explain that biting is not acceptable
- Encourage the biter to apologise to the child they hurt

An accident/incident form must be written up for both parents and an information leaflet shared with parents to give them more information.

Staff in the room must be more vigilant if a child is going through a biting stage and try to distract before they have a chance to bite. We may recommend an action plan or an ABC chart to record incidents to try and identify any triggers that we can use to support children.

## **POLICY - FOOD PREFERENCES AND ALLERGENS**

Park Lane Kids Ltd will ensure all staff and volunteers comply with The Food Information Regulation. Staff will give parents and children information about the allergenic ingredients used in any food or drink provided to children and staff.

Parents provide information about any preferences, allergies or intolerances that a child may have and provide allergen information about the food you provide when they start and if it changes during their time at the setting on an 'Individual Food Allergen Plan' and kept in the room.

Children who have any allergens will have a care plan that details the signs and symptoms and what to do in the event of a reaction. All rooms have a photo of the child with information about the allergies on the wall and new

staff are briefed before starting work in a new room. Staff covering in a different room know to look at the allergy sheets.

Reducing the chance for human error we have a traffic light system in place at all meal and snack times. Place mats are laminated with the child's name and photo on different coloured paper.

White placemat = Child can eat anything.

Green placemat = Child has a restricted diet (e.g. vegetarian, kosher)

Red placemat = Allergies.

The placemats are a further reminder for staff to ensure those children with a green or red placemat only get food they are allowed to eat. The placemat also lists the forbidden foods. If children have a habit of removing the mat or pushing it around the table, it will be stuck to the table with double sided rubber dots.

If children with allergies or preferences are eating while on outings staff must prepare their food separately before leaving the setting and add the information to the outing form which is signed by the manager. The child will then have a coloured label as a further reminder at the time the food is served.

This is the same procedure during picnic style meals at the setting, with the exception of adding it to an outing form.

### **Which foods can cause allergy?**

Cereals containing gluten such as wheat, rye, barley, oats, spelt or khorasan

Crustaceans for example prawns, crabs, lobster, crayfish

Eggs

Fish

Peanuts

Soybeans

Milk

Nuts such as almonds, hazelnuts, walnuts, cashews, pecan nuts, Brazil nuts, pistachio nuts, macadamia (or Queensland) nuts

Celery (including celeriac)

Mustard

Sesame seeds

Sulphur dioxide (>10mg/kg or 10mg/L)

Lupin

Mollusc for example clams, mussels, whelks, oysters, snails and squid

### **Procedure – Food Allergen**

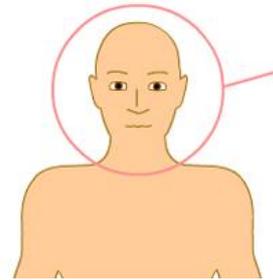
- All staff Will Complete the FSA online food allergen training course
- Download a copy of the 14 allergens list from the FSA website and displayed on the notice board with a note to parents to ask the manager if they require more information.
- Keep a folder of Supermarket fact sheet or labels detailing which allergens ingredients contain.
- Display information telling parents which of the 14 allergens, if any each meal contains.
- Complete an Individual Food Allergen plan for any child with allergens.
- Check the ingredients of messy play activities against children that have food allergens and complete an activity allergen content form which is displayed for parents.

## Signs of an allergy reaction

When someone has an allergy, they can have many different physical reactions when they are exposed to allergens. The type of reaction and the severity of it depends on the individual and the severity of their allergy. Very small amounts of some allergens, such as nuts, can cause severe adverse reactions including potentially fatal anaphylactic shock.

The most common symptoms of an allergic reaction include:

Body part affected	Physical reaction
Eyes	Sore, red and/or itchy
Nose	Runny and/or blocked
Lips	Swelling of the lips
Throat	Coughing, dry, itchy and swollen throat
Chest	Coughing, wheezing and shortness of breath
Gut	Nausea and feeling bloated, diarrhoea and/or vomiting
Skin	Itchy and/or a rash



When someone has a severe reaction to an allergen, this can lead to faintness and/or the person might collapse.

## PROCEDURE - ADMINISTERING MEDICATION

Staff will NEVER accept medicines that have been taken out of their original container as they cannot be sure what the medication contains.

- Staff must not make changes to the written dosage as requested and the parent/carer must sign the form.
- If a dose is missed, it is important to give a dose as soon as is realised and to inform the parents, so that they are able to continue with the medicine at home.
- Approved pharmacists and qualified nurses can prescribe medicines without a written prescription, therefore the medicine will not have a label. We are permitted to administer this medication at the parents request.
- Only staff with a valid paediatric first aid certificate are permitted to administer medicines
- All medicines are to be kept out of children's reach in a wall mounted first aid cabinet, if they require fridge storage then the fridge must have a fridge lock attached.
- Children should not be forced to take the medication, it should be noted on the medication form and the parents contacted immediately for their advice if they refuse it.
- A medication form must be completed by the member of staff, so that they check the information on the medicine label.

## Children with on-going medical needs

- Parents must provide information in writing about the medical condition of any child with long-term medical needs. This information needs to be recorded on a care-plan/asthma plan and shared with the staff team. Always inform the office so that the child's records can be updated.

- Any changes to a child's condition or medication must be put in writing by the parent, even if they tell you verbally. It is important to have this information recorded and regularly reviewed by the room leader.
- With regard to the administration of life saving medication such as insulin/adrenaline injections or the use of nebulisers, the parents can sign a general consent for staff to administer should they think the child requires.
- Non-prescription medication e.g. pain and fever relief or teething gel may be administered, but only with the prior written consent of the parent, usually given on the registration form and only when there is a health reason to do so. The member of staff in charge will make the final decision about giving the medication.
- The setting will store a bottle of liquid paracetamol to be used if a child's temperature reaches 39 degrees or over and liquid paracetamol (parents must be spoken to for authorisation prior to the dosage given) or where parents have signed previous consent.
- Children under 16 are not to be given aspirin or medicines containing ibuprofen unless prescribed by a doctor

## **PROCEDURE - ILLNESS**

If a child becomes ill while at the setting, staff will:

- Move them away from the other children and keep them comfortable
- Frequently check their temperature and make a record of it, usually every 10 minutes. Each room has their own temperature book.
- Monitor their illness and be aware of signs and symptoms to indicate the child's state of health
- Contact parents/carers to collect the child. The manager must be informed before any call home is made so they are fully informed of the situation and able to answer any questions parents may have.
- If necessary, place a notice on the door if the illness is confirmed as a contagious disease, agreed by the manager.
- If you suspect meningitis then the setting is to ring for an ambulance.
- If there is an outbreak of a contagious disease, then the manager must inform the Health department.

## **PROCEDURE - TREATING A FEVER**

In children, a fever is considered to be a temperature of 38C (100.4F) or above. It's usually caused by a minor viral infection, such as a cough or cold. A high temperature is treated as 39C. Symptoms of a fever may include:

- feel hotter than usual when you touch their forehead, back or stomach
- feel sweaty or clammy or has flushed cheeks

If you suspect a child has a fever, you should check their temperature with a thermometer. If you believe they do have a fever. The initial steps to take are:

- Keep the child cool with light clothing, make sure the room is cool, give the child plenty of fluids
- Check his/her temperature every 10 minutes and make a note of the reading and time in both ears
- If the temperature reaches 38.5 degrees inform the parent and give the child fever medicine, if prescribed by the doctor or prior consent from the parent.
- Ensure there is 4 hours between any dose given at home
- There's no need to undress a child or sponge them down with tepid water. Research shows that neither actually helps reduce fever.

If the child's temperature reaches 40 degrees call for an ambulance and inform the parents as the child may suffer a convulsion

## **PROCEDURE - INCIDENT OR ACCIDENT**

In the event of an emergency or accident:

- The incident must be assessed and if life threatening call for an ambulance
- The member of staff with paediatric first aid should wear protective gloves at all times
- The relevant first aid appropriate to the accident should be administered
- Parents' wishes should be respected at all times with regard to cultural and religious beliefs
- If necessary, the child should be taken to the minor injury clinic at Melton hospital and parents informed
- The accident/incident sheet should be fully completed for all accidents/incidents including those with no visible wound and should be signed by the manager and parent
- Parents to be contacted immediately in the event of a serious injury.
- A bump note sent home for all head injuries and a call to parents during the day to inform them
- If there is no answer please leave a brief message

All serious accidents need to be reported to Ofsted within 14 days.

## **PROCEDURE – NAPPY CHANGING**

- Staff wash their hands prior to changing a child's nappy.
- Staff **MUST** wear disposable gloves & apron.
- Baby/toddler placed on the changing area.
- One hand always to be kept on the child.
- Wet/soiled nappy removed.
- Baby/child cleaned from front to back and any barrier cream applied if required.
- Wet/soiled nappies and all cleaning materials will be double bagged and disposed of in the nappy bin.
- Staff must clean the changing mat with antibacterial spray and a green paper towel prior to changing the next child, to avoid cross-contamination of infection.

## **PROCEDURE – POTTIES**

It is important to work with parents and young children when starting to use the potty so that we can provide the same consistency and routines. Consider the use of potty reward charts. Children will need more reminders throughout their day.

- Staff to wear an apron and gloves
- Potties are emptied down the toilet
- Sprayed with a solution of water and washing up liquid and wiped with a green paper towel
- Once dry to be sprayed with an antibacterial spray and left to dry
- Once a week potties are to be serialised in a large tub and left overnight.
- If clothes are soiled then double bag and use a white label to write the date, time and nature of the accident so parents fully informed
- Potty accidents must be shared with parents so they are kept informed of progress

## **PROCEDURE - SLEEP CHECKS**

Children and babies will have all bedding provided by the setting unless the parents request otherwise.

- Bedding is to be washed after 5 times it is used.
- Children and babies to be put to sleep on their back.
- A member of staff is to remain in the same room as sleeping children.
- Children must be physically checked every 10 minutes and the time recorded in the sleep book.
- Parent's wishes are to be respected in relation to children sleeping on mats, in cots or in pushchairs.

## **PROCEDURE - LATE COLLECTION**

There are a number of reasons why a child may remain uncollected at the end of the day, perhaps if a parent is delayed or confused about who is collecting or about the time of collection. **Should parents/carers be delayed in the collection of a child they must call the setting.**

However, if we are not contacted and a child remains uncollected we will follow the procedure below:

The person in charge will:

- Check for any messages that have been left.
- Staff will wait 10 minutes after the end of a session and then ring the child's home and parent's mobile numbers leaving messages if necessary.
- Staff will then wait with the child for a further 10 minutes before ringing the child's emergency contact number.
- Staff will then wait for another 20 minutes before ringing First Response on 0116 305 0005.
- Staff will then follow the advice given to them by First response.
- Only an authorised person is to collect the child.
- If the authorised person informs the setting that another person is collecting the child, a name, address, physical description and password must be given.

## **PROCEDURE - PERSON COLLECTING THE CHILD**

Children will only be released to the named persons on the registration form. If parents/carers request a different person to collect they must provide a password to be given to the staff.

## **PROCEDURE – MISSING CHILD**

To reduce the possibility of a missing child, each room carries out regularly head counts, children are signed in and out and the security of the perimeter regularly checked.

- inform the manager of the setting (or person in charge)
- immediately begin an organised search, checking all areas of the setting
- make sure that staff members communicate with each other (e.g. using mobile phones)
- supervise all the other children and make sure they are safe
- if the missing child is not found immediately, inform the parents or carers and the police
- make a full written report of the incident
- inform the relevant authorities (e.g. Ofsted).

## **PROCEDURE - COMPLAINTS**

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

### **Making a complaint**

- We advise any parent/carer to discuss their concerns with their child's key person or room leader.
- If this is not resolved then the complaint should be put in writing to the manager who will investigate the complaint and provide a formal response to the parent, usually in writing.
- If the parent is not satisfied with the outcome of the investigation, he or she can request a meeting with Samantha Faulkner, the managing Director, to be held within 7 days.
- An agreed written record of the discussion is made as well as any decision or action to take as a result and a copy sent to all parties.
- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted.

The address and telephone number of our Ofsted regional centre are; -  
Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD  
0300 1231231

### **RECORD OF COMPLAINT**

A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.

The outcome of all complaints is recorded which is available for parents and Ofsted inspectors on request.

## **PROCEDURE - VISITORS**

Always open the door with the latch

FOR ANY VISITOR ask for identification

Check the identification whilst the visitor stays outside

NEVER GRANT ACCESS TO ANYONE WHO IS NOT KNOWN TO YOU

ALL visitors must fill in the visitor book

A visitor's lanyard must be given to the visitor

NEVER LEAVE A VISITOR UNATTENDED

## **PROCEDURE - SECURITY**

The building must be secured so that children cannot get out or any intruders enter unauthorised. The senior member of staff must complete a daily check to ensure that there have not been any breaches overnight.

Children MUST NOT be able to open the door on their own.

## **PROCEDURE -OUTINGS**

Parents are asked to sign consent at the time of enrolling their child, to agree to short outings taking place without any prior notification.

There must always be a qualified and competent member of staff and a first aider present. The children are to wear high visibility vests/bands and the staff to wear their uniform and high visibility clothing so as to be identifiable to members of the public.

A bag is to be taken containing the following items:

- contact telephone numbers
- First aid kit
- Tissues
- Wet wipes
- Mobile phone or walkie talkie if on the golf course
- Children's drinks bottles
- Emergency contact details for the room
- A check list of what should be in the first aid bag

Significant incidents need to be reported immediately on return to the manager and documented.

At no time must a member of staff leave the group.

Should a situation arise that requires assistance staff should telephone the setting for advice.

No personal mobile phones or devices are to be taken on outings.

Staff should not carry out any personal errands while responsible for any children.

Members of the public will observe staff behaviour towards the children, ability to control and motivate the children and general conduct. These observations reflect on Park Lane Kids Ltd so staff are reminded to conduct themselves professionally at all times.

## **OUTINGS FORM**

A general risk assessment must be carried out for trips to the park and town, however all staff **MUST** complete the outings form with all the relevant information and record any problems along with the time back in the setting. These slips can be found in the room folder.

## **PROCEDURE - FIRE EVACUATION**

If the setting has to be evacuated because of fire, the procedure should be as follows:

- Press the RED fire alarm button that will activate the alarm across the whole setting.
- Raise the alarm with the fire brigade by telephoning 999 (or 112).
- If possible, close all windows and doors as you leave the building, to minimise the spread of the fire.
- Remain calm and reassure the children.
- Evacuate the children from the building, following the procedure of the setting, including specific procedures for infants or children with special needs.
- Do not return to the building until authorised to do so.

## **PROCEDURE – EMERGENCY CLOSING**

In the event of a breakdown of essential services (e.g. heating failure, loss of water supply), severe weather conditions or where the nursery has to close or partially close due to an illness epidemic, it is important that you are familiar with the following procedures: -

- The children's health and safety is of paramount importance.
- If the situation is life threatening the children will be evacuated to a safe place.
- Where the nursery has been closed due to heating failure, loss of water supply or where the nursery has an illness epidemic, the manager will phone the parents to arrange collection
- We will make every effort to stay open as normal through adverse weather conditions.
- Ofsted to be informed on 0300 1231231

## **POLICY - EQUAL OPPORTUNITIES & DIVERSITY**

No child, individual or family will be excluded from the setting or activities on grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief in accordance with current legislation and guidance:

Disabled Persons Act 1958, 1986, Race Relations Act 1976, Sex discrimination Act 1989  
Children Act 1989.

We believe that all the 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 settings have an equal chance to do so.

We will:

- Celebrate and respect diversity in the immediate and wider society
- Ensure all children, staff and parents feel valued
- Ensure all children are included and feel good about themselves
- Resources reflect diversity
- Treat all children with individual and equal concern

Multicultural activities are included in our setting to enhance children's awareness and understanding of the multicultural society we live in. These include:

- Trips to Melton Road in Leicester to see how Diwali is celebrated, children experience Indian sweets, clothes and meet Children from another pre-school.
- An introduction to Polish through fun language sessions and trips to explore the Polish shops and church in our town.
- Parents from different ethnic backgrounds are invited to the setting to read stories in different languages, share foods and talk about different countries.
- Children share postcards from their holidays and gain a wider understanding on a map about where they have been and talk about what they saw.
- We provide appropriate art materials so that children can colour people with different faces.
- Books are used at circle time and small groups to teach children about diversity, internet safety, bullying, people who help us and disabilities.

## **POLICY - SPECIAL EDUCATIONAL NEEDS**

Each setting will have a named SENCo whose responsibilities include:

- Encouraging all staff to be familiar with the SEND Code of Practice and policy
- To encourage parents, particularly those with children with SEN, to read this policy and to ask the SENCo questions about it.
- To review and monitor this SEN Policy.
- Encourage staff to bring concerns about children to herself as SENCo, with their dated observations.
- To assist staff in implementing strategies when working with children
- To support staff in their understanding of graduated response and in the writing and reviewing of target plans or behaviour plans
- Parents to be at the centre of any plans and to use appropriate language that parents can understand
- To identify and bring about changes needed in the environment and source any specific resources required.
- Staff to inform manager of any changes needed on the weekly room audits
- To ensure that thought is given to making outings accessible to children with SEN.
- To ensure that positive images of disability are displayed in the setting and can be found in the books and resources the children have regular access to.
- To seek out and identify training courses that will benefit staff working with children with SEN.

## **ADMISSIONS ARRANGEMENTS**

Where a child has a Special Educational Need that has already been identified, parents will be invited into the setting or visited in their home in the term before starting at the setting. They will meet the key person and the SENCO and discuss the needs, likes and dislikes of their child. During this meeting we will assess whether we need to acquire resources to ensure the children feel confident and independent.

If the child has a portage worker it is useful if they can be present at and contribute to the meeting.

## **POLICY - TRANSPORTATION OF CHILDREN**

- Each vehicle will be owned or leased by the company and have a full service history and MOT All insurance will be fully comprehensive.
- A folder is to be held at Woodlands containing the following information:
- A copy of each person's driving license
- Staff must disclose if they have any points, accidents or motoring offences.
- There needs to be a first aid bag and fire extinguisher in the vehicle at all times and the drivers MUST have a mobile phone with credit
- Parents to be informed that we may need to weigh and/or measure their children to ensure we comply with the correct car seats.

All staff will have an induction with the manager before driving independently and have the following responsibilities

- To sign in the start mileage
- To walk around the vehicle to check it is in full operational order
- To empty the vehicle of all personal belongings and rubbish
- To sign out and record the end mileage
- To wear a high visibility vest

Staff may use their own vehicle for the purpose of work as long as:

- They have business use added to their insurance policy, for which the company will cover the cost and a copy of this kept on file
- A copy of a valid MOT certificate kept at work
- Seat belts fitted in the car

## **PROCEDURE - RISK ASSESSMENT**

At Park Lane kids Ltd we use five simple steps to assess risks:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks and decide on the precautions
- Record our findings and implement them
- Review our assessment and update as necessary

The setting manager is responsible for conducting the risk assessment for the building, transport and local outings. It is important to get the balance right between carrying out suitable risk assessment procedures to protect the children from harm or injury yet allowing them to be active, to learn and to take calculated risks.

We complete the following risk assessments as a minimum:

- A general risk assessment has been carried for the setting and will be reviewed every 12 months
- A risk assessment has been carried out on the company vehicles used to transport children.
- Risk assessments have been carried out for the main places visited on outings and followed up with an outings slip to be completed before each outing.
- Any booked trips require a full risk assessment to be carried out by the setting manager.

# POLICY - GDPR

## INTRODUCTION

Woodlands and Park Lane Nursery is required to collect, process and retain certain types of information in order to comply with the relevant legislation pertaining to our business.

This policy relates to the protection of Personally Identifiable Data (herein referred to as personal data), that is any piece of data that could identify an individual such as their name, address, date of birth, telephone number, parent's names, email address.

This personal data must be handled in an appropriate manner, whether in paper form or online, to protect the privacy for those which it concerns.

## POLICY STATEMENT

Woodlands and Park Lane Nursery regards the lawful and correct treatment of personal data of paramount importance. All individuals associated with our setting, children, parents, staff, students and volunteers, have a right to expect that their personal data is treated lawfully and respectfully. To ensure this we adhere to the principles of the General Data Protection Regulations (GDPR) 2018 and subsequent UK guidelines for the collection and processing of personal data.

The GDPR principles (Article 5) requires that personal data shall be:

1. Processed lawfully, fairly and in a transparent manner in relation to individuals;
2. Collected for specified explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
4. Accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay
5. Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and
6. Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

In addition Article 5 (2) requires that:

- The controller shall be responsible for, and be able to demonstrate, compliance with the principles

(Source: The Information Commissioner's Office)

## RESPONSIBILITIES

- We are registered with the Information Commissioner's Office (ICO) – registration number ZA086429
- We have appointed Samantha Faulkner as the Data Protection Lead for our setting. Their responsibilities include the provision of privacy statements, updating this (and related) policies on an annual basis, undertaking an annual audit of our data protection systems and processes, monitoring staff with regards to appropriate handling of data and ensuring systems are in place to maintain the accuracy of the data we hold.
- We will provide privacy notices to parents, staff, students and volunteers that detail how we:
  - Meet the GDPR regarding the collection of their personal data;
  - Fulfil our obligations to specify our lawful basis for processing their data and the purposes for which it will be used;
  - Collect and process only appropriate data that is required to fulfil the operational needs of the business and to comply with legislation;
  - Ensure the quality of the data used and that it is timely, accurate and kept up to date;
  - Ensure those associated with our setting are fully communicated to regarding their right to be informed that data collection and processing is undertaken, to their right of access to their personal information, their right to withdraw consent (where given) and their right to be forgotten and to correct, rectify, block or erase inaccurate data;
  - Set out transparent procedures for responding to requests for information;
  - Share information, and with whom we may share and the circumstances for doing so; and
  - Store both current and historical data.
- Staff receive training in our processes for handling personal data.
- Staff are appropriately supervised when handling personal data.
- Breaches of data protection by staff may lead to disciplinary action being taken by our setting.
- A data audit is carried out annually by the Data Protection Lead for the purposes of identifying that data held, our lawful basis for processing, the systems and processes in place to ensure the accuracy of the data and the identified retention periods of historical data.
- Data Sharing Agreements are in place with organisations with whom we collect and share personal data (See our Privacy Notice for specific information)
- Organisations who process data on our behalf provide a Data Sharing Contract/Policy detailing how they protect the data provided. These are available to parents, staff, students and volunteers upon request.
- Our email systems are encrypted to prevent unauthorised access to any data shared by this means
- Our IT systems and electronic devices are password protected to prevent unauthorised contact
- Parents, staff, students and volunteers within our setting have a right to know that the data shared with us will be regarded as confidential, as well as to be informed of the circumstances when, and the reasons why, we may be obliged to share information either with or without consent.
- We are obliged to share information without authorisation from the person who provided it, or to whom it relates, when:
  - There is evidence that a child is suffering, or is at risk or suffering, significant harm;
  - There is reasonable cause to suspect that a child may be suffering, or is at risk of suffering, significant harm;
  - It is to prevent a crime from being committed or to intervene where one may have been; and/or
  - Not sharing the information could be worse than the outcome of having shared it.
- Parents, staff, students and volunteers have a right to access their personal data and request that any inaccurate data is rectified and/or deleted. All such requests to access the information held on an individual should be made, in writing, to the Data Protection Lead.
- If you are still dissatisfied after raising your concern you make a complaint to the Information Commissioner's Office (ICO) by writing to Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire SK9 5AF or via their website [ico.org.uk](http://ico.org.uk)

## **POLICY – PARTNERSHIP WITH PARENTS**

The need to share information with parents/carers is of paramount importance to us and we do this in a number of ways

- Information about the setting will always be available to parents through the policies, prospectus, notice board, newsletters and website.
- Information about the activities is made accessible on the planning board and the white board outside the rooms.
- Information about their child's development is provided on the electronic learning journey and through parents evenings and reports.
- Information including photos of the staff with details of the qualifications will be available in the main entrance.
- Key person information about staff displayed outside all rooms with a list of who their key person is
- Parents asked for information about what their child can do before they start and this information fed into EYLog
- Parents involved with mid-term planning and their views and opinions asked for and respected
- Copies of menus and changes to food will be given out each term and be on display in the room.
- Policies and procedures are available on request and a copy available in each room
- There will be a poster on display informing parents how to complain.
- Each family will have a key person who can develop a trusting relationship with the child offering him/her security.
- Consent asked for on the registration form for the setting to share information with the health visitor, other professionals and schools.

The setting will share information about a child's progress with any other settings that the child attends, this will ensure continuity of teaching and learning and have a positive impact on the child's development. The key person needs to provide an overview of the child's development, next steps and interests and work together in the best interest of the child.

Information will always be shared with other professionals for the safety of the child.

## **POLICY - SCREEN TIME**

Computers and interactive media support and supplement activities in the setting by facilitating active, creative, and social engagement by young children. Interactive media can include computers, iPads, and videos related to instruction goals. Intentional planning for digital experiences should increase children's digital literacy and use of technology as a tool in their learning. Screen time or electronic media is not to be used during meal times. Computers/iPads are one of many technological materials in our preschool rooms. The total screen time will be no more than 30 minutes each day.

### How might screen time be used?

Our role in supporting children's learning through computers/iPads and interactive media is similar to other areas of the curriculum such as, asking open ended questions, providing encouragement, troubleshooting, describing what children are doing (their interaction with the media or social interactions with friends working (together using technology) reactions to computer/iPad feedback, and accomplishments.

Interactive media experiences are extended to other areas of the setting to explore concepts from different perspectives using different materials. Intentional planning is given to the use of technology, with a focus on alignment with the curriculum, lesson plans, and experiences in the setting.

Computers/tablets and interactive media are available to supplement activities, not replace them. We support children's initial exploration of concepts through hands- on activities with concrete materials. We will always provide alternative opportunities ad activities based on children's interests.

The use and promotion of digital technologies as a learning tool should be modelled by staff and is one more way for children to demonstrate their creativity and learning such as:

- Investigating information for emerging interests or studies using internet searches.
- Exploring digital storytelling with children.
- Co-creating digital books with photos of the children's play or work.
- Capturing photos of block building and artwork that children have created.
- Videotaping dramatic play to reply for children.

Computer/tablet use is adult led and adult supervised.

**I.T is not used during meals or snack time unless it is an individual child's assistive technology**

## PROCEDURE – RETENTION PERIODS FOR DOCUMENTS

CHILDREN'S RECORDS	Where stored	For How long
Application forms	In the loft Archive box with each year and child records filed in the year of their birth. All docs tied together with treasury tag.	25 years Ofsted say 2 years
Medication		
Accident		
<b>Register</b>	In loft archive box per year	
<b>STAFF RECORDS</b>		
Personnel files, including supervision/disciplinary	In the loft Archive box with year and staff records filed in the appropriate box for the year they left our employment. All docs tied together with treasury tag.	6 Years after left unless concerns about their suitability.
Registers		
Accident		
Medication		
Staff documents if they are unsuitable		Until the adult reaches retirement age or 10 years if that is longer
DBS certificate		Destroyed after 6 months
Wages excel sheet	On live drive - archive	
<b>Complaints</b>		
Record of complaint and letters	Stay in the folder in the office	4 years from date of complaint
<b>Child protection</b>		
Child protection records	Keep the original and transfer a copy with the child when they move on. Archive box with year and child protection records filed in the appropriate box for the year we last had contact with the child. All docs tied together with treasury tag.	6 years after last contact with child
FEEE	Kept in the office and shredded after 12 months	No requirement
Risk Assessments	If any changes because of an incident, store a copy with child records. Store on live drive in archive folders.	None.

## **POLICY - CONFIDENTIALITY**

The settings work with children and families will sometimes bring us into contact with confidential information. A confidential record of all children's details is kept by the setting in a locked office. It contains such information as telephone numbers and emergency contacts and up to date medical information.

No confidential data is to be taken off the premises unless it is being used at a joint professional meeting to discuss a child or is an emergency contact sheet which is kept in the outing bag or on the back of a register.

### **PLEASE INFORM THE MANAGER OF ANY CHANGES IMMEDIATELY.**

The child's carers will have ready access to the files and records concerning their own child, but will not have access to information about any other child.

Staff will not discuss individual children, other than for purpose of curriculum planning or group management, with people other than the child's own carers and sign a declaration to that effect.

- Information given to the manager, key worker or assistants will not be passed on to other adults without permission.
- Issues concerning the employment of staff, voluntary or paid will remain confidential to those directly involved in making personnel decisions on behalf of the setting.
- Any concerns/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 manager or key worker and if appropriate other child care professionals.

The above statements are subject to the paramount commitment of the setting, which is the safety and well-being of the child. Please also see our policy on Safeguarding Children.

## **POLICY BABYSITTING**

Park lane Kids Ltd does not provide a babysitting service outside of operational hours. However, we do understand that parent/carers sometimes ask nursery staff to babysit for their children, and this policy has been implemented to ensure clear understanding and clarification of some points regarding private arrangements between staff and parent/carers.

The nursery is not responsible for any private arrangements or agreements that are made and out of hours arrangements must not interfere with a staff member's employment at the nursery.

Our confidentiality policy must be adhered to at all times. This includes having regard for the children, other parent/carers, other staff as well as the nursery business itself.

Parent/carers should be aware that other adults accompanying the staff babysitter may not have a relevant DBS clearance, and it may not be appropriate for them to care for children.

Park Lane Kids Ltd will not be held responsible for any health and safety or any other issues that may arise from these private arrangements. Whilst in our employment, all staff are subject to ongoing supervision, observation and assessment to ensure that ensure standards of work and behaviour are maintained in accordance with our policies. We have no such control over the conduct of staff outside of their position of employment and our duty to safeguard children as above, therefore does not extend to private arrangements.

## SUN PROTECTION POLICY

Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contribute significantly to the lifetime risk of skin cancer. At Park Lane Kids we want all staff and children to enjoy the sun safely. We will work with staff, parents and carers to achieve this through;

### Education

- All children will be involved in a discussion, appropriate for their age and understanding, at the start of summer about sun protection and the risks.
- All staff will be educated in the importance of sun protection and the risks involved in not protecting both themselves and others
- Parents and carers will be informed about our policy.
- Sun safety will be promoted through working with parents, staff and the wider community to improve our understanding and provision to avoid the harmful effects of too much exposure to UV. Staff should always act as a positive role model and set a good example by seeking shade whenever possible, wearing appropriate clothing and applying sunscreen.

### Protection

**Shade** :The nursery garden has shade provided with outdoor shelter and large trees. Children will be encouraged to use the shaded areas during playtimes when appropriate

**Clothing**: The children will be encouraged to wear clothes that provide good sun protection (sun hats etc) and parents/carers will be duly informed of the importance to provide the nursery with the appropriate clothing/headwear. Staff should wear hats when appropriate to act as a good role model

**Drinking water**: Children are encouraged to increase their water intake in hot weather and are encouraged to do so in outdoor areas also. Water will always be available to children throughout the day from water jugs which children will be able to access independently. (both indoors and outdoors)

### Sunscreen

Parents are asked to give written permission for sun cream to be applied to their children and to inform us if their child has any allergies relating to suncream. (on the registration form)

Parents of children that attend for a half day should apply sun cream to their child at home. For those children that attend for a full day, parents should apply cream to their children before they come to nursery and staff will assist the child in re-applying it during the day when necessary

The nursery provides suncream which must be in date, and be a minimum factor 30

Parents are welcome to provide their own sun cream at the nursery for the duration of the summer, but this cream must be clearly labelled with the child's name on it.

## Lock down/evacuation policy and procedure

An evacuation or lockdown occurs when circumstances dictate that the safety of the children and staff is better ensured inside the current building, with doors and windows locked and blinds/curtains drawn. Children would be moved away from the windows and doors for prime safety. The Lockdown procedure may be activated in response to any number of situations, but some of the more typical might be:

- A report incident/ civil disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc)
- A major fire in the vicinity of the nursery
- The close proximity of a dangerous animal roaming loose

## Procedure

Management of the situation will depend on the circumstances presented

- Remain calm
- Move slowly
- Obey instructions
- DO NOT PROVOKE AN INCIDENT

The following three stages must be followed:

Step 1      **GO IN**

Step 2      **STAY IN**

Step 3      **TUNE IN**

### **Initial Notification**

In the event of an incident requiring 'Lockdown' the person witnessing the incident must try to notify the Manager/ Deputy Manager (person in charge) to raise the alarm. The Manager/ Deputy Manager will determine the risk and need for 'Lockdown.' The panic button will be pressed and the emergency services will be called.

### **Movement around the building**

All children, staff and visitors will remain in the area they are in, if safe to do so. If the children are outside playing, staff are to promptly direct children into the building, if it is safe to do so. When children are gathered they will be seated on the floor away from windows. All windows, blinds and curtains must be drawn. Staff will make safe efforts to close and lock rooms. All lights are to be turned off. Staff must try to ensure (as best possible) children are kept calm and as quiet as possible. Staff are to keep alert to the emotional needs of the children, singing quiet songs or using the tablets to keep children engaged.

**Office:** Manager will stay in the office to man the phone

A register/ head count should be taken at this time, if you are in a different room follow the staff's instructions.

### **Evacuation**

If an intruder gets into the builder and there is risk to life then all staff must evacuate the building with the children either via the garden gate or if necessary to break a fence panel at the end of the garden and exit by running towards the main houses.

### **All Clear Signal**

The 'All Clear' will be signalled by the Manager/ Deputy or person in charge. That person will inform all concerned.

A log will be made of the incident, relevant authorities will be informed, parents notified and incident investigated.

The cycle of observation, assessment, planning, observation is carried out by all staff (teachers).

## PLANNING POLICY

### Long term planning

The manager and owner will coordinate **key festivals and events**, both locally and nationally with a short description of what they signify. Staff also need to review the **parent's annual planner** of future events. It is the responsibility of the rooms to plan and to decide which events to include in their mid-term planning.

The office will share the long-term plan with parents and ask for their contributions and ideas to add to the list. There needs to be a copy of the parent's calendar on the parent's board or door to the room.

Mid-term planning meeting (every half term)

Planning meetings are booked a year in advance and are compulsory to attend. We are happy for staff to bring their children and they can play in the corner of the room as long as they do not disrupt the meeting.

Planning will take place in the dance studio all together, (OOS will meet on a morning after school runs). key persons will be expected to arrive at the meeting with a review sheet of their child ready to feed into the meeting and a copy of the parent's contribution to planning.

**Mid-term planning** is essential to review the previous half term, evaluate what did/didn't work and to consider the following questions and then plan an engaging provision that ensure children make progress in their learning:

AS A TEAM DECIDE:

- Do any changes need to be made to the environment to support children's learning?
- Do any changes need to be made to the continuous provision?
- Were all 7 areas of learning and development covered for all children
- Any areas of learning that were weak
- Do any staff have any concerns about any children
- What do parent think about the previous half term and what do they want to see included
- Do children have any ideas for what they would like to do
- Do all staff know what children's current interests and next steps in learning are?
- Which key dates/festivals to include
- What season is it
- What theme to focus the role play / adult-led activities
- What teaching opportunities to provide for the children
- What visitors or outings to offer?

Use the mid-term planning sheet to record thoughts and ideas to support ALL children and that will jog memory when doing the weekly planner and allow you to plan ahead for visits or outings or plan ahead to get in the resources for adult-led activities.

### Next steps/interests

All rooms have a sheet visible on the planning board that shows how we add in ever changing interests and next steps for children and record information from parents that contributes to planning.

### Continuous provision

These are resources that are access to children at all times. Planning will allow staff to reflect and decide if resources need changing.

## **EYlog data**

Each room would find it very useful to print out a data sheet that shows which areas of learning and development were observed during the previous half term. This info can then be used to ensure gaps are filled the following next term and that children are making progress. You can print out to see what areas they have made improvement in and where they have made no progress or not even been observed.

## **Planning for your child** – sent home a week before the planning meeting

These sheets allow parents to be involved in their children's learning and to share what they are doing at home, building a really strong partnership.

These need to be emailed out or handed out a week before each planning meeting so that parents are involved. Please set a reminder in your rooms so that Katie does not need to keep reminding you. They will become second nature.

## **Child's voice**

It is important for children to be involved in planning. This will be difficult with babies but as the children get older it could be included during circle time, they could be asked to draw pictures of what they would like to do or key persons could engage with their children and ask for some ideas. This should be recorded in brief, to evidence that we have done so.

## **Children's Review by key person**

Key people should be attending the meeting with a review sheet for their key children that documents their current next step in learning and current interests. This will allow all children to be considered and thought put into how staff can support the children to achieve. Current interests will make sure that children are engaged with the continuous provision.

## **Which dates/festivals to include**

Knowing your children, what interests them and what their next stages in learning are will now help you to decide which key dates/events to include and how to do so.

## **What teaching opportunities to provide**

In addition to continuous provision we must plan adult-led activities that spark children's curiosity and introduce them to new topics or extend their learning and development.

## **Visitors and Outings**

Outings should be planned at least once a week, that are short, purposeful and in small groups so that children get the most from them. They should be full of learning opportunities and allow children the chance to extend other areas of development that maybe they struggle with in the setting. They are also a great opportunity to introduce children to new environments and learning.

## **Short term planning**

At Woodlands, the seniors will put up a blank weekly planner, ready for the following week. As a team it is important that you reflect on the current week and only make changes that are beneficial to the children.

The weekly planning is not to record continuous provision; the toys that children can access freely, but is to record planned, adult-led activities and opportunities for children to learn.

It is not essential to complete all lines, but you will be challenged as to why extended opportunities are not being made for the children.

Children all learn differently which is why planned resources or activities must be accessible all week. Some visit a new activity the first time it is out while others watch from the side lines only trying a few days later. Other children may visit the activity several times and get different learning intentions every time.

The evaluation line below each area of learning allows staff to record how they differentiate the planning, extend it or add child initials if they meet a next step through the activity.

We expect there will be lots of planning added to the sheet throughout the week and a good planning sheet will have marks in different colours and different handwriting.

Teachers daily see 'OBSERVE' and identify that a child cannot do something 'ASSESSMENT' a skilful adult will spot a 'teachable moment'. They decide what to do with this 'PLANNING'. They may provide an extra resource, an idea, some vocabulary, some information, model how to use something.  
That is TEACHING, staff record these by way of observation on the EYlog.

### Adult Role

The most crucial role is the quality interactions between adult and child or child and child.  
It is this that makes the difference to their learning and development

The adult needs to

- Be with the children
- Like and be fascinated by the child
- Give the child time to reveal their interests and ideas
- Observe carefully and spot a 'teachable moment'
- Contribute to the activity in a way that is appropriate and in line with the wishes of the child
- Match the body language, tone and voice of the child
- Use pondering questions

What is teaching

The EYFS makes it clear that young children learn best through play and that for their learning to be effective, they need sensitive and informed support from adults

### What's your role?

- I commented in a positive way
- I modelled my way but empowered them that their way may be different but is still right
- I demonstrated and then withdrew
- I asked to explain what was happening...
- I wondered, what would happen if.....
- I helped but then withdrew and let them continue with their peers
- I explained but let them have a go
- I encouraged by having faith in them
- I introduced ways to explore different ideas such as books or ask each other
- I suggested an alternative but let the children try
- I provided an idea or sticky tape

Three Characteristics of Effective Learning (Revised EYFS)

**Playing and Exploring** – do they investigate and experience things, and 'have a go'?

**Learning Actively** – do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?

**Creating and Thinking Critically** – do they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **EYLOG OBSERVATIONS**

- Open the EYLog app
- You will need your pin (if you have forgotten it, your manager can retrieve it very easily)

### **wow moments not linked to EYFS (nice for parents to receive a couple a week dependant on how many days they do)**

Select child – Green tick

Select NEW OBSERVATION

Tick spontaneous observation

#### **+ media**

Gallery – press and hold image – press DONE at top right of page

#### **+ observation**

Type out a positive message that the parents would like to see during their day at work and would make them smile or know their child is happy. No linking to EYFS needed, these are just nice to send throughout their week at Woodlands as little snippets

Example.....

Katie having a sleep after a busy morning exploring (photo of Katie napping)

Amy having a lovely morning in the garden (few photos of Amy busy in the garden)

### **Observations linked to EYFS (Be nice to have 1 a week (part time children, 2 a week full time children) these can be completed in your working am or pm breaks out of the room)**

Select child – Green tick

Select NEW OBSERVATION

Tick baseline observation

#### **+ media**

Gallery – press and hold image – press DONE at top right of page

#### **+ observation**

Type out what you have seen the child do,

Eg – Sally showed an interest in the scissors and tried hard to cut pieces of card

#### **+ evaluation**

So, what does this mean, what was the point of the observation

Eg – Sally has been seen using both hands equally and was using a right-handed pair of scissors.

#### **+next steps**

After observing and assessing what planning, in the moment have you done to extend the activity at that moment for the child a what difference did it make.

Eg – offered Sally left handed scissors and modelled how to use them, as a result she managed to successfully cut the card. Will keep an eye to see which hand she uses for different activities.

#### **+ EYFS assessment**

Check what age they are in months first

Show current assessment

Always press (top right)

You can select as many EYFS statements as long as it relates to the observation and can select from different age bands

### **Group observation**

Select child – Green tick

Select NEW OBSERVATION

Tick spontaneous observation

Click the child's name in top left corner and this will bring up all children click the children that you would like to include in the group observation and press DONE

**+ media (please ensure that individual photos of the child only go to that child's parents. Georges parents do not want to see individual photos of Sophie.**

Gallery – press and hold image – press DONE at top right of page

## + observation

Type out what the children have done, if you would like to make it personal to each child this can be done once you have saved it as a draft.

These don't need to be linked to EYFS or have an evaluation or next step. If you would like to make it personal to your child

**Once saved to draft click into the individual child's draft and follow steps from above from observations linked to Eyfs.**

First observation in that age band = emerging

2 or more observations = developing

90% of statements now ticked = secure

\*\*\*\*\* Do not move into a new age band until the child is secure in the previous age band and do not mark them too high\*\*\*\*\*

## Top tool bar

Involvement – select which statement is most applicable

Well being – select which statement is most applicable

CoEL – select any of the statements that best fit the observation

Schemas – select if applicable

British values – each heading opens more statements, select those that apply

Phonics – select which apply in any of the 7 aspects.

Save as draft if you want to come back to the observation

Publish when you are happy all done

## NEW STARTERS

When a child starts, the parents are given a copy of the EYFS statements. Once returned and highlighted staff need to input the information. Open an observation and in the +observation box type

“information provided by parents as what the child can already do”

Complete the EYFS statements marking them as secure if parents have highlighted the statements.

## CHILD'S PROFILE PHOTO

Click the child's name, this will bring up the option to add photo. Either add through one on the gallery or you can take one on the camera straight away, please ensure this is done within the 1<sup>st</sup> day of them at the setting. These would be nice to have updated once a term too.

## MID TERM REVIEW

Prior to each planning meeting staff are required to complete a review of their child's tracker as it may be possible that the child has progressed, you are confident they are now able to do something but there has not been the opportunity to link it during the previous half term.

As above with a new starter, start an observation. In the +observation box type

“key person progress update”

Mark off any EYFS statements you know the child can do and mark entering, emerging or secure we would like to see a short paragraph written to cover what the child has liked throughout the half term however this does not need to cover every area you tick, this can just cover the main aspects and is more of an overview.

## Photos on the tablets

Once you have finished your observations and used the photos please ensure that the photos are deleted of the Eylog photo gallery/tablets to ensure these do not slow the tablets down. This can be done on your working am/pm break.

To unlock the tablet swipe and '1234'  
Swipe up on any page  
triangle to go back, circle back to home page

- **FROM THE HOME PAGE**



- Open the music app and click 'my music' at the bottom.
- Only music downloaded to be played – ask permission of the MANAGER who can add new music for you.



- To activate say 'ALEXA'.



- Get the children to ask questions, play music
- press green circle at top of the tablet and select icon of dog 'child 1' to open child friendly apps.



- Swipe down to select adult user again
- Click the app to open and enter your pin code

- **FROM THE BOOK PAGE (swipe one to the right)**

- We have paid and downloaded some books you may find useful or as a point of reference during the day

**NO watching any films or TV episode. No using the silk internet browser**

**DO NOT open any apps inside the folder on the home page**

**ALL tablets to be returned to the office before the last person finishes work to be charged.**

**Charged tablets to be collected from the office at the start of the day**

**Any fault please report to the office**

## PROCEDURE Drop-off and collection routine

All rooms have a staff communication book that is used to record messages from you during drop-off and collection to ensure that all staff are aware of important information.

Butterflies, Foxcubs and Badgers use the main Nursery door at the top of the ramp.

Barn Owls use the wooden gate at the bottom of the ramp

Snowy Owls use the wooden gate on the first approach into the site.

Arrival

**White Board.** As you arrive you will find a white board, filled out each day by 7.30am with information about planned activities, resources set out, outings and visitors and staff in that day. If you see your child's name next to the green cross it means they have had a minor accident that requires your signature on the accident form.

**Key person sheets.** Around the white board you will also find laminated copies of all the staff in the room and a bit more information about them, we hope you find this useful and helps you and your child build stronger bonds and get to know staff in the rooms. The list of which children belong to each staff member is pinned to the planning board above the coat pegs.

**Parent partnership.** On the doors into the rooms there will be printed out copies of the parent's calendar of events, term dates, extra-curriculum planner and the latest newsletter.

**Coat pegs.** We ask that you encourage your child to take off their own coat and hang it up. Please take home all clothing each day. Butterflies and Foxcubs need to find a different peg each day and Badgers, Barn Owls and Snowy Owls have named coat pegs.

**Bags.** You will be given a laminated photo/name of your child on an elastic band to attach to the bag that they bring to Woodlands. This helps all staff easily identify the right bag quickly.

**Butterflies, Foxcubs and Badgers.** Please put bags on the shelf above the coats

**Barn Owls and Snowy Owls.** Bags go under the coats in the small cubby holes.

**Book Bags (Owls only)** Can these be placed on the bottom two shelves of the tall white unit in the cloakroom.

**Hat Box.** Can any gloves, scarfs and hats go into the shared hat box. This way children have one place to look when they can't find it, know where to get it when they want it during the day and staff have one place to put any found bits during the day.

**Butterflies** on the brown Polar bear unit.

**Foxcubs, Badgers, Barn owls and Snowy Owls.** Green tray in the White tall unit next to the coat pegs.

**Lost Property.** Each room has a children's lost property box of any items of clothing taken off during the day, hair clips, accessories etc. We will also wash and dry any bottles left at the end of the day and put them into the box. Please feel free to look through this if you are missing any items.

**Butterflies** on the brown Polar bear unit.

**Foxcubs, Badgers, Barn owls and Snowy Owls.** Green tray in the White tall unit next to the coat pegs

**Items from home.** If your child arrives with a toy or item from home, please encourage them to put it in the home box. Children can access this during the session. However, we cannot be responsible for keeping items from home safe as it is very easy to mix up with other toys in the room. We advise parents not to bring items from home unless being used as a comforter.

**Butterflies** in their names draws.

**Foxcubs, Badgers, Barn owls and Snowy Owls.** Green tray in the White tall unit next to the coat pegs

**Drinks bottles** need to be full of fresh cold water and labelled (we will label with a laminated photo and elastic band if not already labelled at home). These are put on the self-registration table next to the coat pegs. There is a laminated photo of drinks bottles to clearly mark the area.

**Lunch bags (if providing own packed lunch).** These need to be labelled and put on the shelves in the tall white bookcase in the cloakroom.

**Self-registration** – please help your child find their laminated name/ photo from the wall/door.

**Butterflies and Foxcubs.** Parents please use this photo to choose a coat peg for the day by sticking the photo above your peg.

**Badgers, Barn owls and Snowy Owls.** Please encourage your child to find their name and stick to the white cupboard door under the worktop next to the fridge.

Name cards are then used by the children for morning and afternoon snack.

## Collection

**Daily Diaries.** Staff will share information about your child's day, what they have played with and enjoyed. What they have eaten and drank, any nappies, toileting information, sleeps and accidents and incidents

**Butterflies, Foxcubs and Badgers.** This is shared verbally and followed up with a completed daily diary sheet

**Barn owls and Snowy Owls.** Staff record information throughout the day on a group sheet and then share verbally with parents at the end of the day.

(If you have different adults collecting and would prefer a written daily diary please let us know)

**Children's Art.** Children's art work is stored in plastic pockets hanging on the 'Going Home' board next to the coat pegs. Once you have had a hand over by staff they will empty the pockets, sending you home with some lovely memories of your child's creativity and imagination. Art used for wall displays will be given out once taken down.

**Barn Owls and Snowy Owls.** Work is put into book bags daily and sent home.

## POLICY - DISPLAY

Woodlands aims to provide an attractive, stimulating and appropriate environment for learning. We wish to engage and promote our setting to parents, visitors and other agencies' visually and clearly throughout the environment.

Each room enables children to participate in sharing their interests, learning and achievements through display, photographs and visual representation.

Through displays staff will:

- Reflect different types of media and print.
- Celebrate and value children's work and achievements.
- Stimulate the imagination
- Provide pleasure, information and enjoyment.
- Expose children to a variety of print and handwriting.
- Be a mixture of child height and adult height.

Staff will:

- Ensure the children's work is displayed attractively and double backed if individual artwork.
- Use a variety of media, materials, textures, colours, shapes and sizes.
- Displays have a clear purpose – Why are we doing it? What is the purpose? What areas of development does this cover?
- Ensure that the spelling and grammar of text is correct (written by an adult). Signs and labels to be written in Comic sans font to promote early letter and word recognition.
- Where appropriate, print text in more than one language.
- Where possible make photos and display work at children's height.
- Respect children's individual work – make sure every child has a piece of work on display.
- Ensure that the correct season is up at the correct time.
- Ensure that displays are kept maintained and changed regularly– at least once a term when possible.
- Children's quotes are included in work and written as the child has said them exactly.
- Laminate headings and children's names so that they can be re-used.
- That displays will reflect diversity and British values.

## **PROCEDURE – FOLDERS IN EACH ROOM**

### **Child absence folder**

Alphabetical divides and a sheet per child. Every absence is recorded and parents/carers asked for the absence on their return. Staff to inform the manager if they have any concerns or any pattern to child absence so we can carry out safeguarding checks and the child's safety.

### **Children's info folder**

Alphabetical and to store any information about the child that is not in another folder

- All about me
- Transition questionnaires from parents
- Settling in feedback from parents
- Parents contribution to planning
- Child's voice of what they would like out

### **Ecat folder**

Alphabetical divides. Each child must have an ECAT and this needs highlighting every half term. Any children at risk of delay should have an ECAT action plan.

### **Targeted plans/behavior plans/ECAT plans**

By keeping all the SEN information in one folder makes it easier for staff to refer to it and update quickly. We will do a review sheet to go inside the front cover of each folder so at a glance all staff in the room know and understand what support they can offer.

### **Master documents**

A good supply of blank documents to be completed if required. Blank room review audits to be stored at the front of the folder.

### **Planning folder**

To store completed planning and print out of EYLog that shows a reflection of observations and identifies every half term any gaps.

### **Newsletters**

Please keep each half term newsletter as a good reference and to show Ofsted and any visitors the wonderful things you offered the children and parents. A copy also to go into the room scrap book as we hope the photos from the term will relate to what parents have been told on the newsletter.

### **Interest book**

Used to record any information from parents or children that sparks a new interest and may help direct planning.

### **Room communication book**

All messages between staff and parents to be recorded and staff to read at the start and end of each day.

## MASTER DOCUMENTS

Each room has a folder containing the following documents:

- Accident
- Incident – child harmed
- Incident – child caused incident
- Staff incident
- Physical intervention
- Head bump
- Existing injury
- Medication
- Staff medication
- Health care plan
- Food allergen care plan
- Daily diaries
- Place mats
- Outings form
- Welfare concern
- Body Map

## **POLICY - SELF EVALUATION**

Although the requirement to complete a SEF has been removed from the EYFS, we still value the importance of it at our settings and always think we can do better;

- A self-evaluation will still be completed and reviewed once a term
- Each room completes a termly room improvement plan and the setting completes one for the whole setting, this helps them to review practice and to continuously reflect about ways to improve
- Each week the senior staff reflect on their week and pull together all room documents and practice using the weekly room review. The manager then looks over this and makes any changes if necessary
- The setting completes a learning walk which is shared with senior staff and reviewed every term to ensure we continually meet our legal requirements
- Policies and procedures are reviewed at least once a year and policies are shared regularly with staff and discussed to ensure they are still fit for purpose.
- We ask parents every 6 weeks to evaluate our provision by using the planning sheets
- Parents are asked for their feedback at the end of the first month and when children transition into new rooms
- Staff and parent questionnaires are sent annually allowing us to reflect and make changes