

NATURE NURSERY

September 2026 Policy & Curriculum Pack

The Eight Ways We Grow • Safeguarding • Welfare • Learning • Inclusion • Governance

Effective from	1 September 2026
Owner / Manager / DSL	Amber Dyer Nature Nursery Owner/Manager
Setting	Southsea Nature Nursery, Portsmouth
Planned review	August 2027, or sooner if law, guidance or practice changes

How to use this pack

This master pack brings together Nature Nursery’s curriculum and its September 2026 policy suite. It is intended to be practical: staff should know the procedures relevant to their role, where to find them and when to escalate concerns. Policies should be read together where an issue crosses more than one area.

The pack is aligned to the Early Years Foundation Stage statutory framework for group and school-based providers in force from 1 September 2026 and to Ofsted’s early years inspection materials for use from September 2026. It does not replace professional judgement, current statutory guidance, local safeguarding procedures or emergency services advice.

Document control

Version	Effective date	Review date	Approved by	Status
2026.1	1 Sep 2026	Aug 2027	Amber Dyer Owner/ Manager	Current master suite

Master contents

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- Parents & Carers Partnership and Working with Other Agencies

Part F — Records, governance & accountability

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- Complaints & Concerns
- Manager regulatory notifications & inspection-readiness reference

EYFS curriculum alignment map

The Eight Ways We Grow is Nature Nursery's distinctive curriculum framework. The eight strands are not substitutes for the statutory EYFS areas of learning; they describe how the setting brings the educational programmes to life through relationships, play, nature, curiosity, independence and community. Practitioners use professional knowledge of each child to decide what to offer next, without turning the Early Learning Goals into a preschool checklist.

Eight Ways strand	Strongest EYFS connections	How it is lived
We Grow Love	PSED; Communication & Language	Secure relationships, emotional safety, listening, confidence, communication and responsive interaction.
We Grow Belonging	PSED; Communication & Language; Understanding the World	Identity, inclusion, friendships, family partnership, voice, respect and connection.
We Grow Through Nature	Understanding the World; Physical Development; Mathematics	Seasons, living things, observation, movement, managed risk, pattern, quantity, change and care for the natural world.
We Grow Wonder	Understanding the World; Communication & Language; Expressive Arts & Design	Attention, noticing, questions, vocabulary, imagination, beauty, reflection and sustained shared thinking.
We Grow Through Play	All seven areas	Child-led and guided play supports language, self-regulation, physical skills, literacy, mathematics, understanding the world and creative expression.
We Grow Curiosity	Communication & Language; Mathematics; Understanding the World	Questions, prediction, investigation, problem-solving, reasoning, vocabulary and persistence.
We Grow Independence	PSED; Physical Development; Literacy/Mathematics in meaningful contexts	Self-care, choice, responsibility, fine/gross motor competence, perseverance and using skills independently.
We Grow Community	PSED; Communication & Language; Understanding the World	Relationships, contribution, empathy, family/community knowledge, cooperation and respectful communication.

All seven statutory areas remain visible

- Communication and language
- Personal, social and emotional development
- Physical development
- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of effective teaching and learning

Nature Nursery's approach deliberately supports playing and exploring, active learning, and creating and thinking critically. Practitioners observe before interrupting, protect sustained play, follow meaningful fascinations, model language and thinking, offer appropriate challenge, and help children revisit ideas and persist.

Assessment and progression

Assessment is proportionate and rooted in knowing children well. Practitioners notice what children know and can do, talk with families, identify what may help each child progress, and adapt provision. The statutory progress check between ages two and three is completed in line with the separate Learning, Development, Assessment & Progress Check at Age Two Policy. The Early Learning Goals are not used as a preschool curriculum or tick-list.

Inclusion

The curriculum is for every child. Reasonable adjustments, the graduated SEND approach, communication support, individual medical arrangements and partnership with families and other professionals are used so children can participate, belong and make progress from their own starting points.

Manager regulatory notifications & inspection-readiness reference

This is a manager reference, not a substitute for checking the current EYFS, Ofsted instructions or local safeguarding procedures at the time of an event. Where there is doubt, the Manager checks the current requirement promptly and records the decision/action taken.

Trigger	Manager action
Allegation of harm by a person living, working or looking after children at the premises	Follow safeguarding/LADO procedure and notify Ofsted where the EYFS notification threshold is met. Do not delay referral while conducting an internal investigation.
Serious accident, serious illness, serious injury or death	Take emergency/safeguarding action first; notify Ofsted as soon as reasonably practicable and within the statutory maximum period; make any other required notifications.
Food poisoning affecting two or more children	Notify Ofsted as soon as reasonably practicable and within 14 days; follow current public-health advice.
Changes affecting registration/provider/manager/premises or other required registration information	Check the current EYFS/Ofsted notification requirement before or immediately after the change, as applicable, and retain confirmation.
Suitability/disqualification or other significant information about a person connected with the provision	Act immediately to protect children, obtain advice where needed and make required notifications.
Safeguarding referral / LADO / multi-agency involvement	Keep a confidential chronology and outcome; ensure records are available to authorised inspectors where requested.

Inspection access — keep readily retrievable

- Paediatric first-aid arrangements and certificates/cover information.
- DBS/vetting/employment-check summary for staff and relevant volunteers.
- Accident records and serious-incident records.
- Complaints and resolutions.
- LADO referrals and outcomes, where applicable.
- Information on children open to social care/children's services and multi-agency plans, handled confidentially.
- Attendance/register information and children present on the day.
- Records of refused places and discrimination incidents, where applicable.
- Current policies required by the EYFS and evidence that staff understand the procedures relevant to their roles.

Retired / absorbed legacy policies

The following former standalone topics are intentionally absorbed into the 2026 suite and should not be retained as competing current versions: Covid-19; No Smoking; Food Hygiene; Safety/Security; standalone Risk Assessment; Transfer of Records; Provider Records; standalone Key Person; standalone Staffing; standalone Nappy Changing; standalone First Aid; standalone Accident/Incident; standalone Sickness/Infectious Disease/Allergy; Employment; Student Placement; Induction; Parental Involvement; Working with Agencies; Looked After Children; Children's Rights; Animals; Equality; Behaviour; SEND; Oral Health; Mobile Phones; Missing/Uncollected; Fire; Outings; and Health & Safety. Historical copies may be archived and clearly marked superseded.

Core official references

- Department for Education — Early years foundation stage statutory framework for group and school-based providers (current version, effective 1 September 2026).
- Department for Education — Changes to the EYFS framework from 1 September 2026.
- Ofsted — Early years inspection toolkit, operating guide and information for use from September 2026.
- Portsmouth City Council — current safeguarding/MASH and LADO procedures and contact information.

THE NATURE NURSERY CURRICULUM

The Eight Ways We Grow

[Logo]

A curriculum rooted in relationships, inspired by nature and guided by children's curiosity.

The Nature Nursery Promise

At Nature Nursery, we believe childhood should be slow enough to notice, safe enough to explore and joyful enough to remember.

Everything we do begins with one simple question: "Does this protect childhood?"

Our curriculum is not a collection of activities. It is a collection of values lived every single day.

It reminds us to slow down. To notice. To listen. To wonder. To trust. To play. To grow alongside children rather than leading them away from childhood.

Every page has been written with one hope in mind: that every child leaves Nature Nursery carrying memories that stay with them for a lifetime.

Because childhood is not preparation for life. Childhood is life.

WE GROW LOVE

Why We Grow Love

Love is the soil in which every child grows.

Just as every seed needs rich soil before it can flourish, every child needs to know they are deeply loved before confidence, curiosity and independence can truly grow.

At Nature Nursery, love is not something we simply say. It is something children feel.

It lives in the smallest moments.

A warm smile. A familiar voice. A favourite story read one more time. A cuddle after a difficult goodbye. Someone sitting quietly beside you.

These moments may seem small, but they become the roots from which childhood grows.

Because when children know they are loved, they become brave enough to explore, resilient enough to keep trying and confident enough to become exactly who they were born to be.

You'll See...

You'll see children skipping through the gate each morning.

You'll see adults greeting every child by name.

You'll see favourite stories read for the fifth time because today they matter.

You'll see shared laughter over imaginary cups of tea.

You'll see cosy dens filled with stories and conversation.

You'll see comfort offered without judgement.

You'll see time given freely.

You'll see relationships before routines.

How We Grow Together

At Nature Nursery, relationships always come before routines.

We never ask children to fit into our day. We shape our day around children.

We...

- listen before we speak.
- notice before we direct.
- observe before we interrupt.
- comfort without judgement.
- celebrate effort as much as achievement.
- join play with genuine joy.
- protect children's confidence.
- build trusting relationships with families as well as children.

We understand that children learn best when they feel emotionally safe. Love is the foundation on which all learning is built.

Our Environment Should Feel...

...like a deep breath.

Fresh flowers greet you on the tables.

Natural materials invite curious hands.

Soft music drifts quietly through the room.

Cosy spaces offer comfort when children need to rest, read or simply be.

The doors are open whenever they can be, allowing fresh air, birdsong and the changing seasons to become part of the day.

Every detail quietly says: "You are welcome here."

Children Experience...

Children experience love that asks for nothing in return.

Kindness shown through everyday moments.

Adults who notice when they need encouragement.

Friendships that grow naturally.

Stories. Laughter. Comfort. Security.

The confidence to explore, knowing someone is always there when they need them.

Our Greatest Hope

When children leave Nature Nursery, we hope they carry with them the quiet confidence to believe:

I am loved.

I matter.

I belong.

Because when a child carries those three beliefs into the world, they carry with them the strongest roots we could ever hope to give.

A Nature Nursery Thought

There's always time for one more story.

Sometimes children aren't asking for another story. They're asking for another moment with someone they trust.

The greatest gift we can give is our time.

Pause & Wonder

- Did every child feel noticed today?
- Did I build relationships before routines?
- What did love look like today?
- Who might need a little more of my time tomorrow?

Seeds to Sow

- Read one more story.
- Sit beside a child without needing to lead.

- Laugh together every day.
- Tell every child something wonderful you have noticed about them.
- Make one family feel especially welcomed.

Nature Nursery Moments

A place to capture the everyday moments that remind us what love feels like.

WE GROW BELONGING

Why We Grow Belonging

Every child deserves to know they belong.

Belonging is so much more than simply being present.

It is the feeling of walking through the gate each morning knowing someone is genuinely pleased to see you.

It is hearing your name spoken with warmth.

It is knowing your ideas matter, your voice is heard and you never have to pretend to be someone you're not.

At Nature Nursery we believe children flourish when they feel safe enough to be completely themselves.

Belonging grows quietly through everyday moments.

A smile across the room. A friend saving you a space at snack. An adult remembering your favourite story. Someone noticing you're quieter than usual.

These moments may seem small, but together they tell every child one important thing: You belong here.

Just as importantly, we believe belonging begins long before a child enters the room.

When families feel welcomed, listened to and supported without judgement, children feel that same sense of security.

Because when parents know they belong, children do too.

You'll See...

You'll see children confidently hanging up their own coats because this place feels familiar.

You'll see practitioners greeting every child by name with genuine warmth.

You'll see families lingering for a chat over coffee because they know there's never a rush.

You'll see children inviting others into their play without being asked.

You'll see conversations around shared tables where every voice is valued.

You'll see older children naturally helping younger friends.

You'll see laughter that includes everyone.

Most of all, you'll see children who are comfortable simply being themselves.

How We Grow Together

Belonging doesn't happen by accident. It grows through relationships.

At Nature Nursery we...

- welcome every child and family as though they are arriving at our own home.
- notice who needs encouragement before they ask for it.
- help friendships grow naturally rather than choosing them for children.
- value every idea, every question and every voice.
- take time to build trust with families.
- create a community where differences are celebrated.

We understand that children are never separate from their families.

When parents feel calm, children feel calm. When parents feel listened to, children feel safe.

We don't simply care for children. We walk alongside families too.

Our Environment Should Feel...

...like someone has been expecting you.

Fresh flowers sit on the tables.

Children's photographs tell the story of the people who belong here.

Resources are thoughtfully organised so every child can confidently make their own choices.

Cosy corners invite quiet conversations.

Shared tables encourage friendships to grow.

The doors are open whenever they can be, welcoming fresh air, birdsong and families into our day.

Every detail quietly says: "This place is yours."

Children Experience...

Children experience being welcomed every single morning.

Feeling noticed. Friendships that grow naturally. Shared laughter. Kindness. Respect. Conversations that matter.

The confidence to share their ideas.

The comfort of knowing someone is always there.

The joy of belonging to something bigger than themselves.

They discover that they never have to earn their place. They already have one.

Our Greatest Hope

When children leave Nature Nursery, we hope they carry with them the quiet confidence to believe:

I belong.

My voice matters.

I can be completely myself.

Because children who know they belong carry that confidence into every new chapter of their lives.

A Nature Nursery Thought

Children should never have to earn their place here.

They should simply arrive and know they already belong.

Pause & Wonder

- Did every child feel welcomed today?
- Did I notice someone who needed a little extra reassurance?
- Did every family feel listened to?

- How did we help friendships grow today?
- What did belonging look like in our nursery today?

Seeds to Sow

- Learn something new about every family.
- Notice and celebrate acts of kindness.
- Help a child find the confidence to join a game.
- Make time for one meaningful conversation with every family.
- Remind every child that their ideas matter.

Nature Nursery Moments

A place to capture the everyday moments that remind us what belonging feels like.

WE GROW THROUGH NATURE

Why We Grow Through Nature

Nature is our greatest teacher.

Not because it has all the answers, but because it invites us to keep asking questions.

At Nature Nursery we believe children are not separate from nature. They are part of it.

Just as the seasons change, children grow in their own time. Just as seeds cannot be hurried, neither can childhood.

Nature teaches us to slow down. To notice. To care. To wonder. To try again.

It reminds us that growth is often quiet and unseen before it becomes visible.

Every muddy welly. Every tiny seed. Every buzzing bee. Every fallen leaf. Every puddle after the rain.

These are not simply experiences. They are invitations to connect with the world around us.

We hope every child leaves Nature Nursery carrying with them not just knowledge about nature, but a lifelong relationship with it.

Because children protect what they learn to love.

You'll See...

You'll see children proudly picking tomatoes they have grown themselves.

You'll see tiny hands carefully watering plants that have become their responsibility.

You'll see children lying on the grass watching clouds drift across the sky.

You'll see muddy puddles becoming oceans, kitchens and adventures.

You'll see children pausing to watch a worm making its way through the soil.

You'll see excitement as the first daffodil appears after winter.

You'll see binoculars searching for birds.

You'll see butterflies stopping everyone in their tracks.

You'll see children collecting sticks, feathers and treasures simply because they are beautiful.

You'll see us outside in every season, because every season has something new to teach us.

Nature is not somewhere we visit. It is where childhood unfolds.

How We Grow Together

At Nature Nursery, we don't rush children past the tiny moments. We stop with them. We kneel beside them. We notice with them. We wonder with them.

We...

- celebrate curiosity before knowledge.
- care for every living thing with kindness and respect.
- embrace every season and every kind of weather.
- allow children to take managed risks.
- trust nature to become the teacher.

- understand that sometimes the best learning happens when nothing was planned.

We don't need all the answers. Sometimes, "I wonder..." is enough.

Our Environment Should Feel...

...alive.

Fresh air flows through open doors.

Birdsong becomes part of the soundtrack to our day.

Fresh flowers greet children on the tables.

Natural materials invite curious hands.

The changing seasons quietly shape our environment.

Plants are cared for. Seeds are planted. Vegetables are harvested. Children see that growth takes time.

Beauty isn't something we decorate with. It is something we live alongside.

Every space gently reminds children: You are part of nature.

Children Experience...

Children experience sunshine warming their faces.

Rain on their noses.

Mud between their fingers.

The smell of lavender playdough.

The taste of home-grown tomatoes.

The excitement of spotting the first strawberry.

The peaceful sound of birds singing.

The pride of caring for something living.

The patience of waiting for seeds to grow.

The joy of discovering that nature is always changing, and so are they.

Our Greatest Hope

When children leave Nature Nursery, we hope they carry with them the quiet belief that:

Nature is my friend.

I can care for the world around me.

I notice the little things.

Every season has its own magic.

Growth takes time.

Because children who fall in love with nature rarely stop wondering about it.

A Nature Nursery Thought

Nature never hurries, yet everything grows.

Perhaps childhood should be the same.

Pause & Wonder

- What made us stop and notice today?
- Did we spend enough time outside simply because it felt right?
- What did nature teach us today?
- Did I allow nature to lead the learning?
- What seasonal moment might we have missed if we had been in a hurry?

Seeds to Sow

- Plant something together.
- Sit quietly and listen to birdsong.
- Learn the name of one new flower, tree or bird.
- Celebrate a rainy day instead of avoiding it.
- Grow something that children can taste.
- Pause every day to notice something beautiful.

Nature Nursery Moments

A place to capture the tiny moments when nature reminded us to slow down.

WE GROW WONDER

Why We Grow Wonder

Wonder is where childhood shines.

It cannot be planned. It cannot be timetabled. It cannot be hurried.

Wonder appears quietly in the moments we choose not to rush.

A child kneels to watch a ladybird climb across a leaf. A feather drifts gently through the air. The first snowflake lands on a mitten. A rainbow appears after the rain. A tiny shoot pushes through the soil after weeks of waiting.

These moments are easy to miss, unless we choose to notice them.

At Nature Nursery we believe wonder is not something adults create for children. It is something we protect.

Because children are born full of wonder. Our role is simply to make sure they never lose it.

When children are given time to stop, notice and ask questions, they begin to see beauty in ordinary days.

And those ordinary days become extraordinary childhood memories.

You'll See...

You'll see children lying on the grass watching clouds become dragons, rabbits and castles.

You'll see everyone stop because a butterfly has landed nearby.

You'll see magnifying glasses being used to explore the tiniest details.

You'll see tiny hands proudly placing a feather, a shiny pebble or a perfectly shaped leaf into yours.

To the rest of the world it may look ordinary. To a child, it is a treasure worth sharing. And because they see wonder in it, so do we.

You'll see adults crouching beside children, equally fascinated by a snail crossing the path.

You'll see quiet moments where nobody speaks because everyone is listening to birdsong.

You'll see children gasping with excitement when the first strawberries appear.

You'll see rain becoming an adventure instead of an inconvenience.

You'll see children reminding adults to stop and look.

How We Grow Together

At Nature Nursery, we choose to notice.

We...

- slow down enough to see the tiny details.
- ask "I wonder..." more often than we give answers.
- protect moments that cannot be planned.
- follow children's fascinations wherever they lead.
- value awe just as much as achievement.
- celebrate the unexpected.
- remember that some of the greatest learning happens when we simply pause.

We understand that wonder doesn't need to be created. It only needs time.

Sometimes the most important thing we can do all day is stop.

Our Environment Should Feel...

...full of quiet invitations.

Nothing shouts for attention. Everything gently encourages children to look a little closer.

Seasonal treasures change throughout the year.

Fresh flowers bloom on the tables.

Interesting objects invite curious hands.

Books spark imagination.

Windows frame the changing seasons like living pictures.

There are spaces for excitement. There are spaces for stillness.

Every corner quietly whispers: "Come and notice."

Children Experience...

Children experience the excitement of discovering something nobody else has noticed yet.

The peace that comes from sitting quietly in nature.

The joy of asking questions without needing immediate answers.

The thrill of making unexpected discoveries.

The patience of watching something grow.

The beauty of changing seasons.

The confidence to wonder aloud.

The understanding that the world is full of tiny miracles waiting to be noticed.

Most importantly, children experience the magic of childhood exactly as it should be.

Our Greatest Hope

When children leave Nature Nursery, we hope they carry with them the quiet belief that:

The world is full of wonder.

There is always something worth noticing.

My questions matter.

Ordinary moments can become extraordinary memories.

Wonder is something I will never outgrow.

Because when children learn to notice the beauty around them, they begin to notice the beauty within themselves too.

A Nature Nursery Thought

Wonder begins the moment we choose to slow down.

The most magical moments are rarely the loudest. They're often the quiet ones we almost walked past.

The world has never stopped being magical. We simply become too busy to notice.

Pause & Wonder

- What made us stop today?
- What tiny detail might we have missed if we had been in a hurry?
- Did I leave enough space for children to simply notice?
- What filled us with awe today?
- What made me wonder today?

Seeds to Sow

- Stop before we walk past something beautiful.
- Ask "What do you notice?" every day.
- Spend five quiet minutes simply listening.
- Celebrate an unexpected discovery.
- Leave space in the day for the unplanned.
- Let children teach us something.

Nature Nursery Moments

A place to capture the moments that made us stop, smile and wonder.

WE GROW THROUGH PLAY

Why We Grow Through Play

Play is the language of childhood.

Long before children can explain their thoughts with words, they tell us through play.

A stick becomes a fishing rod. A cardboard box becomes a castle. Mud becomes birthday cake. A blanket becomes a secret den.

Play allows children to explore ideas, solve problems, build friendships and make sense of the world around them.

At Nature Nursery we believe play is not a break from learning. It is learning.

When children are deeply engaged in play, they are developing confidence, resilience, imagination, communication and creativity, all without even realising it.

Play cannot be rushed. It cannot be scripted. It rarely looks the same twice.

And that is exactly what makes it so valuable.

We protect play because we believe childhood deserves the freedom to unfold naturally.

You'll See...

You'll see children disappearing into imaginary worlds where anything feels possible.

You'll see mud pies carefully decorated with flower petals before being proudly served to friends.

You'll see dens becoming homes, pirate ships, reading corners and magical hideaways.

You'll see children negotiating, laughing, solving disagreements and creating games together.

You'll see loose parts transformed into inventions adults could never have imagined.

You'll see adults sitting on tiny chairs, drinking imaginary tea with complete seriousness.

You'll see children climbing, balancing, building, pretending, creating and starting all over again.

You'll hear laughter echoing across the garden.

You'll hear stories being invented as they are played.

You'll hear children saying, "Come and play with me."

Because every invitation into play is also an invitation into friendship.

How We Grow Together

At Nature Nursery, we believe children don't need adults to direct every moment. They need adults who value play enough to protect it.

We...

- give children long periods of uninterrupted play.
- observe before stepping in.
- join children's play with genuine curiosity rather than taking control.
- value the process far more than the finished product.
- recognise that every child plays differently.

- trust children to lead their own ideas.
- understand that play often becomes the richest learning of the day.

Sometimes the greatest thing we can do is simply not interrupt.

Because play deserves time.

Our Environment Should Feel...

...full of possibility.

Every basket invites imagination.

Every loose part has endless possibilities.

Resources are open-ended, beautiful and carefully chosen to encourage creativity rather than dictate it.

We carefully choose resources that inspire imagination rather than instruct it. A stick can become a wand, a fishing rod, a magic spoon or the mast of a pirate ship.

Children can move freely between indoors and outdoors, choosing where their ideas take them.

Nothing has only one purpose. Everything invites play.

Every space quietly whispers: "What shall we imagine today?"

Children Experience...

Children experience the freedom to choose.

The joy of creating something entirely their own.

The confidence to take the lead.

Friendships that grow through shared adventures.

The excitement of solving problems together.

The resilience to begin again when things don't go to plan.

The satisfaction of becoming completely absorbed in an idea.

The magic of losing track of time because play has become so meaningful.

Most importantly, children experience the simple joy of being children.

Our Greatest Hope

When children leave Nature Nursery, we hope they carry with them the quiet confidence to believe:

My imagination has no limits.

My ideas matter.

I can solve problems.

Playing is never a waste of time.

Joy is something worth making time for.

Because children who are free to play grow into adults who know how to think creatively, solve problems and find joy in everyday life.

A Nature Nursery Thought

Play is childhood's way of saying: "I'm learning."

Not every lesson needs a worksheet.

Some begin with a muddy puddle. Others with a cardboard box.

The very best begin with: "What shall we play today?"

Pause & Wonder

- Did children have enough uninterrupted time to become deeply engaged in their play?
- Did I observe before I interrupted?
- When did I follow a child's lead today?
- What surprised me about children's play?
- Did every child have the freedom to play in their own way?

Seeds to Sow

- Protect long periods of uninterrupted play.
- Join a child's game without taking over.
- Say yes to an imaginative idea.
- Notice what children are really learning through their play.
- Add one open-ended resource and see where children's imaginations take it.
- Make time to play ourselves.

Nature Nursery Moments

A place to capture the moments when play reminded us that childhood is wonderfully unpredictable.

WE GROW CURIOSITY

Why We Grow Curiosity

Every child is born curious.

Long before they can read or write, they ask questions with their eyes, their hands and their hearts.

They wonder what happens if...

They notice tiny details adults often miss.

They turn sticks into fishing rods. Pebbles into treasure. Cardboard boxes into spaceships.

At Nature Nursery we believe curiosity is one of childhood's greatest gifts.

It is the spark that leads children to discover, investigate and understand the world around them.

Our role is not to fill children with answers. Our role is to protect their desire to keep asking questions.

Because every great adventure begins with a child wondering: "What if...?"

You'll See...

You'll see children asking questions we never expected.

You'll see magnifying glasses being used to look closely at worms, feathers and tiny flowers.

You'll see a puddle becoming an investigation rather than something to avoid.

You'll see children testing ideas, changing their minds and trying again.

You'll see conversations beginning with, "I wonder why..."

You'll see adults following children's interests instead of rushing back to the plan.

You'll see excitement when something doesn't quite work, because that's where new discoveries begin.

Curiosity doesn't always make the day tidier. But it always makes it richer.

How We Grow Together

At Nature Nursery, we believe children deserve adults who are curious too.

We...

- ask open questions before giving answers.
- value children's ideas, even when they surprise us.
- celebrate mistakes as opportunities to learn.
- allow children time to investigate.
- follow children's fascinations wherever they may lead.
- encourage children to solve problems together.
- wonder alongside them instead of leading from the front.

We understand that curiosity cannot be rushed.

Sometimes the greatest learning begins with three simple words: "What do you think?"

Our Environment Should Feel...

...full of possibility.

Every shelf invites exploration.

Every basket holds something worth discovering.

Magnifying glasses wait to be picked up.

Natural treasures spark conversation.

Books inspire questions rather than simply provide answers.

Open-ended resources encourage children to think differently every day.

Nothing has only one purpose. Everything invites imagination.

Every corner quietly whispers: "Come and explore."

Children Experience...

Children experience the excitement of discovering something for the very first time.

The confidence to ask questions without worrying about getting them wrong.

The freedom to experiment.

The joy of making predictions.

The resilience to keep trying when something doesn't work.

The pride of solving problems together.

The thrill of realising they discovered something for themselves.

They learn that asking questions is just as important as finding answers.

Our Greatest Hope

When children leave Nature Nursery, we hope they carry with them the quiet confidence to believe:

My questions matter.

It's okay not to know.

I can find things out.

Mistakes help me grow.

There is always something new to discover.

Because curiosity doesn't end when childhood does. It becomes a lifelong love of learning.

A Nature Nursery Thought

Questions are tiny seeds.

When we give children time to nurture them, they grow into understanding.

Pause & Wonder

- Which child surprised me with a question today?
- Did I answer too quickly?
- Did I make space for children to investigate?

- What fascinated the children today?
- What did I become curious about alongside them?

Seeds to Sow

- Ask "What do you think?" more often.
- Follow one child's fascination wherever it leads.
- Celebrate a mistake together.
- Leave one question unanswered.
- Discover something new alongside the children.
- Notice where curiosity naturally takes us.

Nature Nursery Moments

A place to capture the questions, discoveries and unexpected adventures that curiosity brings.

WE GROW INDEPENDENCE

Why We Grow Independence

Every child is capable.

Sometimes all they need is someone who believes they are.

At Nature Nursery we believe independence is not about expecting children to do everything alone.

It is about giving them the confidence to try. To make mistakes. To persevere. To discover that they are capable of far more than they ever imagined.

A child who proudly fastens their own coat is learning much more than how to use a zip.

They are learning: "I can."

Every drink poured. Every pair of wellies pulled on. Every seed planted. Every tower rebuilt after it falls.

These moments quietly build resilience, confidence and self-belief.

We know that confidence cannot be given. It grows through opportunity.

That is why we slow down.

Because sometimes the greatest gift we can give a child is enough time to do it themselves.

You'll See...

You'll see children confidently self-registering each morning.

You'll see little hands carefully pouring their own drinks.

You'll see children choosing the resources they need without waiting for permission.

You'll see children putting on waterproofs with determination, even when it takes a little longer.

You'll see muddy boots being lined up with pride.

You'll see children helping one another before asking an adult.

You'll see practitioners smiling patiently instead of stepping in too soon.

You'll see children trying again. And again.

Until the smile on their face quietly says: "I did it."

How We Grow Together

At Nature Nursery, we trust children.

We believe they are capable, resourceful and full of potential.

We...

- give children time to think before offering help.
- encourage perseverance rather than perfection.
- celebrate effort as much as success.
- step back when children are ready to step forward.
- recognise mistakes as valuable learning opportunities.

- create real opportunities for responsibility.
- support children without taking away their achievements.
- stay close, offer encouragement and trust children to discover what they are capable of within safe boundaries.

We understand that every time we do something a child could have done themselves, we take away an opportunity to grow.

Sometimes the kindest thing we can do is wait.

Our Environment Should Feel...

...full of trust.

Resources are stored where children can reach them independently.

Photographs and labels help children make their own choices.

Furniture is carefully arranged to encourage confidence and responsibility.

Children know where things belong because this environment belongs to them too.

Real tools are respected. Real responsibilities are celebrated.

Nothing says: "You're too little."

Everything quietly says: "I know you can."

Children Experience...

Children experience the pride of achieving something they once thought was difficult.

The confidence to make their own choices.

The freedom to solve problems independently.

The resilience to keep trying.

The patience to learn new skills.

The satisfaction of helping others.

The excitement of discovering just how capable they are.

Most importantly, children experience adults who believe in them before they believe in themselves.

Our Greatest Hope

When children leave Nature Nursery, we hope they carry with them the quiet confidence to believe:

I can do hard things.

It's okay to make mistakes.

I can keep trying.

I am capable.

I believe in myself.

Because confidence grows one small success at a time.

A Nature Nursery Thought

Every child deserves the chance to say: "I did it myself."

Not because doing it alone matters.

But because believing they can changes everything.

Pause & Wonder

- Did I step in too quickly today?
- Which child surprised me with what they were capable of?
- Did I give children enough time to persevere?
- What opportunities did I create for independence?
- Did I believe in children before they believed in themselves?

Seeds to Sow

- Wait just a little longer before helping.
- Celebrate effort, not just success.
- Give children meaningful responsibilities.
- Encourage children to solve problems together.
- Notice moments of perseverance.
- Tell a child: "I knew you could."

Nature Nursery Moments

A place to capture the moments when children surprised us with what they were capable of.

WE GROW COMMUNITY

Why We Grow Community

It takes a village to raise a child.

At Nature Nursery we believe childhood was never meant to be experienced alone.

Children flourish when they grow surrounded by people who care for them, believe in them and celebrate them.

Community is built through countless ordinary moments.

A warm conversation over a cup of tea. A child proudly showing their painting to a grandparent. Families chatting at the gate.

Practitioners supporting one another after a long day. A new family being welcomed with open arms.

These moments may seem small, but together they create something children carry with them forever.

The feeling of belonging to something bigger than themselves.

We don't simply build relationships. We build a community where everyone grows together.

Because when adults feel connected, children do too.

You'll See...

You'll see parents staying for "just five more minutes" because conversation matters.

You'll see children proudly introducing new friends to their favourite places in the garden.

You'll see practitioners laughing together because joy is contagious.

You'll see families sharing stories, advice and encouragement over a cup of tea.

You'll see children helping someone before they've even been asked.

You'll see birthdays, milestones and little victories celebrated together.

You'll see grandparents joining in, siblings feeling welcome and neighbours becoming friends.

You'll see a nursery that feels less like a building and more like a little village.

Because community isn't something we organise. It's something we nurture.

How We Grow Together

At Nature Nursery, we believe every family has something valuable to bring.

We...

- welcome everyone with warmth and without judgement.
- take time to build genuine relationships.
- listen more than we speak.
- celebrate every family's story.
- support one another through life's ups and downs.
- recognise that asking for help is a strength.
- understand that children thrive when the adults around them work together.

We know our role reaches beyond caring for children.

Sometimes the most important thing we offer is a listening ear, a warm drink and the reassurance that no family has to walk this journey alone.

Because community begins with connection.

Our Environment Should Feel...

...like coming home.

The kettle is always ready.

Fresh flowers greet every visitor.

Children's artwork tells the story of the people who fill this place with life.

Comfortable spaces invite conversations that don't need to be rushed.

Shared tables bring people together.

Every family is welcomed with warmth, kindness and genuine interest.

The doors are open. The smiles are real.

Every corner quietly says: "We're so glad you're here."

Children Experience...

Children experience friendship. Kindness. Shared laughter. Working together. Helping others. Being helped when they need it.

Seeing adults model respect and compassion.

Feeling proud to belong.

Growing up surrounded by people who genuinely care.

Most importantly, children experience what community feels like.

And one day, they'll know how to create it for someone else.

Our Greatest Hope

When children leave Nature Nursery, we hope they carry with them the quiet belief that:

I am never alone.

Kindness matters.

Helping others makes a difference.

My community is stronger because I am part of it.

Friends can become family.

Because the greatest communities are built one relationship at a time.

A Nature Nursery Thought

The strongest communities are not built with bricks.

They are built with cups of tea. Open hearts. Helping hands. And people who choose to care.

Pause & Wonder

- Who felt especially welcomed today?
- Did every family know they mattered?
- How did we strengthen our community?
- Who might need a little extra support tomorrow?
- What act of kindness made today brighter?

Seeds to Sow

- Share a cup of tea with a family.
- Celebrate an act of kindness.
- Introduce two families who might enjoy getting to know one another.
- Tell a colleague something you appreciate about them.
- Make time for a conversation that wasn't planned.
- Remind someone they don't have to do this alone.

Nature Nursery Moments

A place to capture the moments when community reminded us that we grow better together.

The Little Things

Never underestimate the importance of the little things.

The pebble offered as a gift. The muddy welly proudly put on without help. The favourite story read one more time. The first tomato picked from the garden. The butterfly that stopped everyone in their tracks. The quiet cuddle after a difficult morning.

These moments are easy to miss.

But together, they become a childhood.

Because at Nature Nursery we believe the little moments become the big memories.

The Nature Nursery Way

We believe childhood should be slow enough to notice, safe enough to explore and joyful enough to remember.

We believe children deserve to be loved, to belong, to play, to wonder, to grow alongside nature, to ask questions, to become independent and to be part of a community.

Most of all, we believe every child deserves adults who never lose sight of the magic of childhood.

Because the little moments become the big memories. And those memories last a lifetime.

NATURE NURSERY

Learning, Development, Assessment & Progress Check at Age Two

Policy #31 | A responsive, play-rich curriculum with proportionate assessment

Effective from	1 September 2026
Review date	August 2027, or sooner following significant EYFS change
Responsible person	Amber Owner / Manager
SENCO	Amy
Applies to	All children attending Nature Nursery, with the statutory age-two progress check applying when a child is aged between two and three

1. Purpose

Nature Nursery provides an ambitious, inclusive and developmentally appropriate early-years curriculum shaped by the statutory EYFS educational programmes and by the children, families and nature-rich identity of our setting.

Assessment exists to help practitioners understand children, recognise progress and needs, and decide what to do next. It must support teaching and relationships rather than create unnecessary paperwork or take adults away from children.

2. Nature Nursery curriculum

Nature Nursery maintains its own curriculum document setting out what we want children to learn and experience during their time with us. That curriculum is a separate, living document and forms part of the nursery's overall practice framework.

This policy explains the statutory learning, development and assessment arrangements that sit around that curriculum. The curriculum itself is not replaced by this policy.

3. Seven areas of learning and development

Our curriculum and provision cover all seven EYFS areas of learning and development.

- Communication and language.
- Personal, social and emotional development.
- Physical development.
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

The three prime areas — communication and language, personal, social and emotional development, and physical development — are particularly important foundations for children’s development and later learning.

4. Educational programmes

The statutory educational programmes within the EYFS shape the activities and experiences offered to children. Nature Nursery uses them as the statutory starting point and expresses them through its own curriculum, environment, interactions and teaching.

We do not treat the educational programmes as a list of isolated activities. Learning is interconnected and children often develop across several areas during one meaningful experience.

5. Early Learning Goals

Nature Nursery does not use the Early Learning Goals as its preschool curriculum or as a checklist for children aged two, three or four. The ELGs are designed for assessment at the end of the Reception year.

Our curriculum therefore starts from the EYFS educational programmes, children’s development and our own curriculum intent — not from trying to push preschool children towards Reception assessment statements.

6. How young children learn

Children learn through play, relationships, communication, movement, exploration, repetition, real experiences and sensitive adult teaching. Staff value both child-initiated learning and purposeful adult interaction.

Practitioners observe when to join play, model language or skills, introduce an idea, provide challenge, change the environment or allow a child uninterrupted time to explore.

7. Nature and the wider world

Nature Nursery’s identity includes meaningful engagement with the outdoors, seasons, living things, the local community and real-world experiences. These opportunities can support language, physical development, curiosity, mathematical thinking, creativity, wellbeing and understanding of the world.

Nature-based practice complements rather than replaces the full seven-area EYFS curriculum.

8. Communication and language

Staff prioritise back-and-forth interaction, attentive listening, stories, rhymes, songs and rich everyday conversation. Practitioners notice what interests children and build vocabulary naturally through shared experiences.

Children are given time to process and respond. Communication through gesture, sign, behaviour or other means is recognised alongside spoken language.

9. Personal, social and emotional development

Secure relationships, belonging, independence, co-regulation, confidence and positive interaction with others are woven through the nursery day.

Staff help children understand feelings and boundaries while recognising that development varies and that behaviour may communicate an unmet need.

10. Physical development

Children have frequent opportunities for movement, coordination, outdoor activity and development of gross and fine motor skills. Increasing independence in everyday care is encouraged at an appropriate pace.

Risk and challenge are managed thoughtfully rather than removed unnecessarily.

11. Literacy

Children experience books, stories, rhymes, songs, conversation and meaningful marks in a language-rich environment. Early literacy is supported through enjoyment, communication and purposeful experiences rather than formal pressure.

Staff model a love of books and recognise that children develop early reading and writing knowledge at different rates.

12. Mathematics

Mathematical thinking is developed through play and real experiences involving number, quantity, pattern, shape, space and measure.

Adults notice opportunities to model mathematical language and ideas without turning every experience into a formal task.

13. Understanding the world

Children explore people, communities, places, nature, materials and change. Their own families, cultures and experiences are valued while they are introduced respectfully to a wider world.

Outdoor and local experiences are used purposefully to develop curiosity and knowledge.

14. Expressive arts and design

Children have opportunities to imagine, create, move, make music, role play, explore materials and express ideas. The process of creating is valued rather than requiring children to produce identical adult-directed products.

15. Characteristics of effective teaching and learning

Practitioners consider how children engage with learning, including playing and exploring, active learning, and creating and thinking critically.

These characteristics inform professional understanding of how a child approaches experiences; they are not used as rigid labels.

16. Ongoing assessment

Ongoing assessment is part of everyday practice. Practitioners build knowledge of each child through interaction, observation, conversation with families and professional reflection.

Staff consider what the child knows, understands and can do; their interests; what is changing; and what experience, interaction or support may help next.

There is no requirement to create written or photographic evidence for every judgement. Nature Nursery keeps documentation proportionate and prioritises practitioners being present with children.

17. Observations and Family

Where observations or photographs are recorded on Family, they are selected because they are useful for communication, reflection or celebrating meaningful learning — not to prove that every curriculum statement has been covered.

The Manager uploads nursery-iPad photographs in accordance with the nursery's device and data-protection arrangements. Children do not use screens as part of nursery provision.

18. Key person responsibility

The key person develops a detailed understanding of their key children and maintains communication with parents/carers about development, interests, wellbeing and significant changes.

Assessment is a team responsibility as well as a key-person responsibility: information from colleagues who know the child is considered so that judgements are not based on one isolated observation.

19. Parents and carers

Parents/carers are kept up to date with their child's progress and development. Their knowledge of what the child does, says and understands at home is valued.

Where a learning or developmental need is identified, the nursery works with parents/carers and relevant professionals to agree support rather than waiting for a formal assessment point.

20. Progress Check at Age Two – statutory requirement

When a child is aged between two and three, Nature Nursery reviews their progress and provides parents/carers with a short written summary of the child's development in the three prime areas.

This is the statutory assessment that directly applies to children in Nature Nursery's pre-Reception age range. It is not an exam or test and is based on practitioners' knowledge of the child.

21. Timing the age-two check

The check is completed at an appropriate point between the child's second and third birthdays. The key person/Manager considers how long the child has attended, significant transitions and any local integrated-review arrangements so the check is meaningful.

The statutory requirement is not postponed merely because a child is developing differently or already receiving additional support.

22. What the written summary contains

The written summary covers communication and language, personal, social and emotional development, and physical development. It identifies areas where the child is progressing well, any areas where additional support may be needed and, particularly, any concern about possible developmental delay.

Nature Nursery may include relevant information beyond the prime areas where this helps give an accurate picture of the individual child.

The summary describes the child rather than reducing development to a score or a simple 'expected/emerging' judgement.

23. Completing the check

The key person normally leads the check using their professional knowledge, information from colleagues and the parent/carer's perspective. The Manager supports quality and consistency.

Development Matters and DfE age-two guidance may support professional reflection, but they do not replace practitioner judgement and are not treated as tick lists.

24. Parent/carer discussion

The written summary is discussed with parents/carers. Staff explain strengths clearly, describe any concern sensitively and agree practical ways to support the child at nursery and at home.

Parents/carers are encouraged to share the summary with relevant health professionals, including in connection with the Healthy Child Programme review.

25. Integrated review

Where local arrangements allow, Nature Nursery supports effective integration or information sharing between the EYFS progress check and the Healthy Child Programme review.

The purpose is to bring together early-years, family and health knowledge so additional needs can be recognised and supported promptly. There is no single national format for an integrated review, so the nursery follows current local arrangements.

26. When progress is less than expected

Staff do not wait for the age-two check if concerns arise earlier. The key person discusses the concern with the Manager and parents/carers and considers what additional support or change to teaching may help.

Where appropriate, Amy as SENCO becomes involved and the nursery uses the graduated Assess-Plan-Do-Review approach. Advice or referral from other professionals is sought when needed.

27. Safeguarding and development

A change or delay in development may have many possible explanations. Practitioners remain professionally curious and consider whether health, SEND, communication, attendance, emotional wellbeing, family circumstances or safeguarding may be relevant.

Developmental assessment never replaces safeguarding procedures. A safeguarding concern is reported immediately through the Safeguarding & Child Protection Policy.

28. SEND and inclusive assessment

Assessment must be inclusive. Children with SEND, disabilities, English as an additional language or different communication methods are given appropriate opportunities to show what they know and can do.

Practitioners distinguish, as far as reasonably possible, between a child learning English as an additional language and a broader communication/developmental need, seeking support where necessary.

Reasonable adjustments are made so assessment reflects the child rather than avoidable barriers in the environment or communication method.

29. English as an additional language

The nursery values children's home languages and recognises that strong language experiences at home contribute to development. Families may be asked what the child understands and communicates in their home language.

Children are supported to develop English through relationships, play, stories and meaningful interaction without devaluing their home language.

30. Transitions

Information about learning and development is shared appropriately when a child moves to another setting or school, with safeguarding and data-protection requirements observed.

Transition information focuses on the whole child: strengths, interests, communication, relationships, effective strategies, SEND/medical needs and areas where continued support would be beneficial.

31. Curriculum review

The Manager and team review whether the curriculum is ambitious, broad, inclusive and responsive to the children currently attending. Curriculum review is informed by children's engagement and progress, staff reflection, family knowledge and any recurring areas of need.

We do not rewrite the curriculum simply to generate paperwork. Changes should improve what children actually experience and learn.

32. Staff knowledge and professional development

Practitioners are supported to understand child development and the nursery curriculum so they can make confident professional judgements. Training, supervision and team discussion are used where knowledge needs strengthening.

The Manager expects practitioners to be able to explain what they are helping children learn and why, without requiring scripted answers.

33. Records and confidentiality

Assessment records and age-two progress checks are confidential child records. They are stored, shared and transferred in accordance with the Records, Confidentiality & Data Protection Policy.

Information is factual, respectful and proportionate. Staff avoid speculative diagnoses or language that unnecessarily labels a child.

34. Review

This policy is reviewed annually and sooner following significant changes to the EYFS learning/development or assessment requirements, local integrated-review arrangements, or Nature Nursery's curriculum.

35. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: Progress check at age two – non-statutory guidance for the EYFS.
- Department for Education: Development Matters – non-statutory curriculum guidance for the EYFS.

- Department for Education: Help for Early Years Providers – curriculum planning, assessment and integrated reviews.
- Nature Nursery: own Curriculum & Pedagogy document; SEND & Inclusion; Key Person/Staffing; Parents & Carers Partnership; Children's Rights; Safeguarding; Data Protection policies.

AGE-TWO PROGRESS CHECK – PRACTITIONER QUICK GUIDE

- Complete the statutory check between ages TWO and THREE.
- Write a SHORT SUMMARY covering the THREE PRIME AREAS.
- Describe STRENGTHS and where the child is progressing well.
- Identify where ADDITIONAL SUPPORT may be needed.
- Give particular attention to any possible DEVELOPMENTAL DELAY.
- Use professional knowledge — do not turn guidance into a tick-list test.
- Include PARENT/CARER knowledge and discuss the completed summary with them.
- Agree what NURSERY and HOME can do next.
- Involve AMY/SENCO and other professionals promptly where needed.
- Encourage appropriate HEALTH/EARLY YEARS information sharing for the integrated review.
- Do not wait for the check if a concern emerges earlier.
- Keep the record CONFIDENTIAL and transfer/share it lawfully.

PROGRESS CHECK AT AGE TWO – NURSERY RECORD

Child / DOB	
Key person	
Date of check / child's age	
Date child started at Nature Nursery	
Parent/carer contributors	
Other practitioner/professional information considered	
COMMUNICATION & LANGUAGE – strengths / progress	
COMMUNICATION & LANGUAGE – support / concern / next steps	
PSED – strengths / progress	
PSED – support / concern / next steps	
PHYSICAL DEVELOPMENT – strengths / progress	
PHYSICAL DEVELOPMENT – support / concern / next steps	
Other relevant learning/development information	
Child's interests / ways of communicating / voice	
Parent/carer views	
Agreed nursery strategies	
Agreed home ideas/support	
SENCO / professional action or referral if required	
Parent discussion date / copy provided	
Key person / Manager review and sign-off	

CURRICULUM & ASSESSMENT REFLECTION CHECK

Question	Yes / review needed	Action
Does our curriculum cover all seven EYFS areas through the educational programmes?		
Can staff explain what we want children to learn and why?		
Does provision reflect the children currently attending?		
Are the three prime areas strongly supported?		
Are children learning through play, interaction and meaningful experiences?		
Are observations/records proportionate rather than evidence-heavy?		
Are parents/carers kept up to date about development?		
Are concerns acted on before formal assessment points where necessary?		
Are age-two checks completed and discussed within the statutory age window?		
Is assessment inclusive for SEND/EAL/ different communication methods?		
Are ELGs avoided as the preschool curriculum/checklist?		

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

[ADD NATURE NURSERY LOGO HERE]

NATURE NURSERY

Safeguarding & Child Protection Policy

Effective from	1 September 2026
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Review date	August 2027, or sooner if guidance/local procedures change
Designated Safeguarding Lead (DSL)	Owner / Manager
Alternative route if concern involves DSL	Deputy Manager
Setting	Nature Nursery - privately owned preschool for children from age two

1. Policy Statement

Nature Nursery is committed to safeguarding and promoting the welfare of every child. Safeguarding is everyone's responsibility and the child's welfare is paramount.

This policy reflects the EYFS safeguarding and welfare requirements applying from September 2026, Working Together to Safeguard Children 2026, the Prevent duty and Portsmouth local safeguarding arrangements. It must be read alongside Nature Nursery's related safeguarding policies.

2. Safeguarding Means

Safeguarding and promoting children's welfare includes:

- protecting children from maltreatment, including harm outside the home and online;
- preventing impairment of children's physical and mental health or development;
- ensuring children grow up with safe and effective care; and
- taking action so all children have the best outcomes.

3. Roles and Responsibilities

The Owner/Manager is Nature Nursery's Designated Safeguarding Lead (DSL) and has overall responsibility for safeguarding practice, referrals, records, staff awareness and liaison with safeguarding agencies.

All staff must recognise, record and report concerns immediately. Staff must never assume somebody else will act.

If a concern or allegation involves the Owner/Manager/DSL, staff must report it to the Deputy Manager and follow the Allegations Against Staff & Other Adults / LADO and Whistleblowing policies. The Deputy Manager may contact external agencies directly without the Owner/Manager's permission.

4. Recognising Abuse, Neglect and Other Harm

Staff must remain alert to indicators of harm, including:

- physical abuse;
- emotional abuse;

- sexual abuse, including child sexual abuse and exploitation;
- neglect;
- domestic abuse and coercive control affecting a child;
- harmful or concerning behaviour between children;
- online harm;
- criminal or sexual exploitation and group-based exploitation;
- trafficking and modern slavery;
- honour-based abuse, including female genital mutilation (FGM) and forced marriage;
- radicalisation and extremism;
- fabricated or induced illness; and
- any pattern of behaviour, injury, disclosure, change in presentation or family circumstance that causes concern.

Babies and young children, including children with SEND or limited communication, may be particularly vulnerable because they depend on adults to notice and act on concerns. Staff must consider the child's behaviour, communication and lived experience, not only spoken disclosure.

5. Early Help and Emerging Needs

Not every concern will meet the threshold for statutory child protection. Where a child or family appears to need additional support, Nature Nursery will consider early help/family help and work with parents and relevant professionals where appropriate.

If concerns increase, persist or indicate risk of significant harm, the DSL will escalate promptly through Portsmouth safeguarding procedures.

6. What Staff Must Do if Worried About a Child

Staff must:

- act immediately;
- ensure any immediate safety or medical need is addressed;
- listen carefully and remain calm;
- make a factual written safeguarding concern record as soon as possible;
- use the child's own words where relevant;
- record date, time, context, observations and who was present;

- sign/date the record and pass it straight to the DSL; and
- continue to report further information or changes.

Staff must not wait until the end of the day, a supervision meeting or the next working day to report a safeguarding concern.

7. Responding to a Disclosure

If a child tells a member of staff something concerning, the adult should:

- listen and take the child seriously;
- allow the child to speak at their own pace;
- reassure the child that they were right to tell;
- avoid leading, probing or repeated questions;
- not promise secrecy;
- explain simply that the information must be shared with people who can help;
- not confront the alleged person; and
- record and report immediately.

Staff do not investigate. Their role is to listen, safeguard, record and report.

8. Recording Concerns

Nature Nursery uses paper safeguarding concern forms. Blank forms are accessible to staff. Completed forms are passed directly to the DSL for review and follow-up.

The DSL records actions, decisions, referrals, advice and outcomes. Records should distinguish fact, observation, third-party information and professional opinion.

Each child's safeguarding information is maintained as an individual confidential safeguarding/child-protection record with a chronology where appropriate. Records are stored securely in a locked filing cabinet with access restricted to those who need the information for safeguarding or legal purposes.

9. Portsmouth MASH and Emergency Referrals

Portsmouth Multi-Agency Safeguarding Hub (MASH) is the front door to Children's Social Care for child-protection and immediate safeguarding concerns.

Current local contact routes to be checked periodically against Portsmouth guidance:

- MASH during office hours: 023 9268 8793 (Portsmouth guidance also lists 0845 671 0271);
- Out of hours Duty Team: 0300 555 1373;

- Immediate danger: Police 999.

Where a verbal MASH contact is made, Portsmouth currently requires professionals to follow it with the inter-agency contact form within 48 hours.

The Portsmouth MASH information/poster is displayed in the staff room. Staff may contact statutory agencies directly if necessary to protect a child, including if the DSL is unavailable or a concern is not being acted upon.

10. Parents, Consent and Information Sharing

Nature Nursery aims to work openly and respectfully with parents/carers and will normally discuss concerns and intended referrals with them where it is safe and appropriate to do so.

Consent is not required to share information where there is a lawful safeguarding basis and seeking consent could place a child or another person at increased risk, prejudice an investigation, or cause an unreasonable delay. The reason for sharing or not sharing information will be recorded.

Information will be relevant, proportionate, accurate, timely and shared securely with those who need it.

11. Confidentiality

Safeguarding information is confidential but is not secret. Staff must not promise confidentiality to a child or family where safety is at stake.

Information will be shared on a need-to-know basis for safeguarding, legal or regulatory purposes. Staff must not discuss cases with other parents, friends, family or on social media.

12. Child Absence and Welfare

Unexplained, repeated or concerning absence may be a safeguarding indicator. Nature Nursery will follow its Attendance, Absence & Children's Welfare Policy, make reasonable contact with parents/carers and consider whether further safeguarding action is required.

Patterns of absence, changes in attendance and unsuccessful contact attempts will be considered alongside other known information about the child and family.

13. Child-on-Child Behaviour

Young children may display developmentally typical conflict, curiosity or boundary-testing; however, behaviour that is harmful, coercive, sexualised, discriminatory, persistent or significantly outside developmental expectations must not be dismissed as 'just children'.

Staff will protect all children involved, record concerns, consider developmental context and additional needs, speak with parents where appropriate, and seek safeguarding advice/referral when required.

14. Domestic Abuse

Staff should recognise that children can be harmed by seeing, hearing or experiencing the effects of domestic abuse, including coercive control. Concerns will be recorded and considered through the safeguarding pathway even where the child has not been directly assaulted.

15. FGM and Honour-Based Abuse

Any concern about FGM, forced marriage or other honour-based abuse must be treated as a safeguarding concern and reported immediately to the DSL. The DSL will seek appropriate statutory advice/referral. Immediate danger requires police action.

16. Prevent Duty and Radicalisation

Nature Nursery will have due regard to preventing people from being drawn into terrorism. Staff will be alert to concerning changes in behaviour, influences or family/contextual information and will report concerns to the DSL.

The DSL will consider the appropriate local Prevent/Channel or safeguarding route. Emergency risk is reported to the police.

17. Online Safety

Safeguarding includes online harm. Nature Nursery's practice limits children's screen exposure and controls staff devices, photography and digital information through its Screen Use and Digital Technology and Mobile Phones/Cameras/Devices policies.

Staff must report concerns involving online sexual abuse, grooming, exploitation, inappropriate imagery or other digital harm through the same safeguarding process.

18. Allegations or Concerns About Adults

Any allegation or concern that an adult working with children may have harmed a child, may pose a risk of harm or may be unsuitable must be reported immediately under Nature Nursery's Allegations Against Staff & Other Adults / LADO Policy.

Staff must not investigate or confront the person concerned. Where the concern involves the Owner/Manager/DSL, it goes to the Deputy Manager. Portsmouth LADO advice/referral and Ofsted notification will be made where required.

19. Low-Level Concerns and Professional Boundaries

Behaviour by an adult that does not appear to meet the LADO threshold may still be a safeguarding concern. Staff must report conduct that causes unease or appears inconsistent with the Staff Code of Conduct.

Nature Nursery will record and review lower-level concerns for patterns, repetition or escalation and seek LADO advice where the threshold is uncertain.

20. Whistleblowing

Staff must speak up if they believe unsafe practice, wrongdoing or a failure to act on safeguarding concerns is occurring. Nature Nursery's Whistleblowing (Speaking Up) Policy provides internal and external reporting routes.

No staff member should remain silent because the concern involves a senior person or the Owner/Manager.

21. Safer Recruitment and Suitability

Nature Nursery follows safer recruitment, DBS, reference, suitability and probation procedures. Staff must disclose relevant changes that may affect their suitability to work with children.

Safeguarding concerns arising during employment will be managed through the appropriate LADO, disciplinary, DBS, Ofsted and/or statutory processes.

22. Safeguarding Training

From September 2026, staff safeguarding training must meet the applicable EYFS safeguarding-training criteria and be refreshed at least every two years.

Nature Nursery will move from its previous three-year full-training cycle to a maximum two-year cycle for compliant full safeguarding training, while continuing annual Noodle safeguarding updates/refreshers.

New staff receive safeguarding information and training as part of induction. Training records and renewal dates will be maintained.

The DSL will complete training that meets the additional DSL criteria in the EYFS safeguarding-training annex and will keep knowledge current through appropriate updates, local safeguarding information and professional development.

23. Staff Supervision and Safeguarding Culture

Termly formal supervision and day-to-day management support provide opportunities to reflect on safeguarding practice and raise sensitive concerns. Safeguarding concerns themselves must always be reported immediately rather than saved for supervision.

Nature Nursery promotes an open culture where respectful challenge is welcomed and safeguarding is everyone's responsibility.

24. Transfers and Retention of Safeguarding Records

When a child moves to another setting or school, safeguarding information will be transferred securely and promptly where appropriate, separately from general records, with confirmation of receipt where practicable.

Records will be retained and disposed of in accordance with applicable safeguarding, data-protection and record-retention requirements.

25. Ofsted and Other Notifications

Nature Nursery will make safeguarding and welfare notifications to Ofsted within the timescales required by the current EYFS, including relevant allegations of harm involving adults living, working or looking after children on the premises.

Required referrals to the LADO, DBS, police, Children's Social Care or other bodies will not be delayed while waiting for another process to conclude.

26. Related Nature Nursery Policies

This policy should be read alongside:

- Allegations Against Staff & Other Adults / LADO Policy;
- Whistleblowing (Speaking Up) Policy;
- Staff Code of Conduct & Professional Boundaries;
- Safer Recruitment, DBS, Staff Suitability & Probation Policy;
- Staff Supervision, Appraisal, Support & Professional Development Policy;
- Attendance, Absence & Children's Welfare Policy;
- Mobile Phones, Cameras, Smart Watches & Electronic Devices Policy;
- Screen Use and Digital Technology Policy;
- Intimate Care / Nappy Changing procedures;
- Food, Drink, Allergies & Mealtimes Policy;
- Data Protection and Confidentiality Policy; and
- Complaints Policy.

27. Monitoring and Review

The Owner/Manager/DSL will review this policy at least annually and sooner following statutory or local guidance changes, a safeguarding incident, learning from practice, inspection feedback or changes to Nature Nursery's arrangements.

NATURE NURSERY

QUICK ACTION GUIDE - Worried About a Child?

- ☐ Ensure immediate safety / call 999 if a child is in immediate danger.
- ☐ Listen calmly. Do not investigate or ask leading questions.
- ☐ Do not promise secrecy.
- ☐ Write a factual concern record promptly, using the child's own words where relevant.
- ☐ Sign/date it and pass it straight to the DSL (Owner/Manager).
- ☐ DSL reviews, records action and decides whether early help, MASH or another route is required.
- ☐ If the DSL is unavailable and delay could place a child at risk, contact MASH directly.
- ☐ If the concern involves the Owner/Manager/DSL, report to the Deputy Manager and follow the LADO/Whistleblowing route.
- ☐ Keep information confidential and continue to report new information.

Portsmouth MASH (office hours)	023 9268 8793
Out of hours Duty Team	0300 555 1373
Immediate danger	999
Local information	MASH poster displayed in staff room

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Nature Nursery Safeguarding Concern Form

Child name	
Date of birth	
Date/time of concern or disclosure	
Date/time form completed	
Staff member completing form	
Where did the concern arise?	

Concern / observation / disclosure

Record facts and observations. If a child spoke, use their own words as accurately as possible.

Immediate action taken

Include first aid, safety action, who was informed and when.

Relevant context

Record only relevant context; distinguish known facts from information reported by others.

Staff signature: _____ Date/time: _____

DSL Use**Date/time received by DSL**

DSL assessment / decision

Parent/carer informed? If not, why not?

Advice sought / agency contacted

Referral made and date/time

Follow-up actions / outcome

DSL signature: _____ Date: _____

Child name: _____ Date of birth: _____

[illegible]

Nature Nursery Safeguarding Training Record

Use this overview alongside individual certificates/training evidence. Full safeguarding training should meet the applicable EYFS criteria and be refreshed at least every two years; annual updates can be recorded separately.

[illegible]

Policy Sign-Off

Policy adopted	
Signed (Owner/Manager/DSL)	
Date	
Staff informed/briefed	
Next review	August 2027

[ADD NATURE NURSERY LOGO HERE]

NATURE NURSERY

Attendance, Absence & Children's Welfare Policy

Effective from	1 September 2026
Review date	August 2027, or sooner if requirements or setting procedures change
Age range	From 2 years
Attendance record	Paper register, supported by the nursery diary and Family communications

1. Policy Statement

Nature Nursery recognises that regular attendance supports children's learning, development, wellbeing and safeguarding. A child's absence can also be an important indicator of changes in their welfare or family circumstances.

Nature Nursery maintains accurate attendance records, follows up unexplained or prolonged absences promptly, considers patterns and trends in absence, and takes safeguarding action where necessary.

This policy is shared with parents/carers and explains how absences should be reported and how Nature Nursery will respond when a child does not attend as expected.

2. Expected Attendance and Booked Sessions

Each child has agreed booked days and session times. These arrangements allow staff to know which children are expected each day and their expected arrival time.

Parents/carers should notify Nature Nursery of permanent or temporary changes to booked attendance arrangements.

3. Daily Paper Register

The paper register is Nature Nursery's official daily attendance record.

Staff will record:

- each child's attendance;
- arrival and departure as required by the setting's register procedure;
- known absence; and
- any relevant attendance information required for safeguarding or operational purposes.

Planned absence recorded in the nursery diary does not replace the requirement to accurately complete the daily paper register.

4. Planned Absence

Where parents/carers know in advance that their child will not attend, they should inform Nature Nursery beforehand.

Examples may include holidays, appointments, family commitments or other planned circumstances.

The planned absence will be recorded in the nursery diary and the child's attendance will be marked appropriately in the paper register on the relevant day.

5. Unexpected Absence

If a child is unexpectedly unable to attend, the parent/carer must inform Nature Nursery as soon as possible.

Parents/carers may report an unexpected absence by:

- telephone call;
- text message; or
- Family.

Parents/carers should provide the reason for the absence so that Nature Nursery can appropriately record and, where necessary, respond to it.

6. Unexplained Absence – One-Hour Follow-Up

If a child has not arrived for their booked session and Nature Nursery has received no explanation, the Manager or an appropriate member of staff will make contact within one hour of the child's expected start time.

Nature Nursery will normally telephone or text the parent/carer to establish why the child is absent and confirm that the child is safe and well.

The outcome of relevant contact will be recorded.

7. If Parents/Carers Cannot Be Contacted

If Nature Nursery cannot establish the reason for an unexplained absence through the child's parent/carer, further reasonable attempts will be made to contact them.

If contact cannot be made and there is concern about the child's welfare, Nature Nursery will attempt the child's alternative emergency contacts.

Where possible, Nature Nursery will hold more than two emergency contact numbers for each child.

Failure to make immediate contact will not automatically result in a safeguarding referral. The Manager/Designated Safeguarding Lead will consider the child's circumstances, vulnerabilities, previous attendance, known family information and any other concerns.

8. Prolonged Absence

For a longer or prolonged absence, Nature Nursery will seek sufficient information to understand the circumstances.

This may include:

- why the child is absent;
- where the child is, where this is relevant to their welfare;
- how long the absence is expected to last; and
- the expected date of return.

There is no single period that will be treated as prolonged in every case. The Manager/DSL will use professional judgement, taking account of the child's age, vulnerability, family circumstances and any known safeguarding concerns.

9. Patterns and Trends in Absence

Nature Nursery will consider patterns and trends rather than viewing each absence in isolation.

Examples that may require further consideration include:

- frequent unexplained absences;
- repeated absences on particular days;
- a sudden change in attendance;
- repeated late arrival or early collection where this causes concern;
- absence following a safeguarding concern or significant family event; and
- a pattern that may indicate unmet health, SEND, family-support or welfare needs.

Where appropriate, the Manager/DSL will discuss concerns sensitively with parents/carers and consider what support or safeguarding action is needed.

10. Safeguarding Escalation

Unexplained or prolonged absence will be treated as a safeguarding matter where the circumstances give rise to concern.

The Manager/DSL will consider:

- the child's known vulnerabilities;
- the vulnerability of parents/carers;
- the child's home circumstances;
- previous safeguarding concerns;
- information from other professionals;
- patterns of absence; and
- whether the child's whereabouts and welfare can be established.

If concerns remain, Nature Nursery will follow its Safeguarding and Child Protection Policy and local Portsmouth safeguarding procedures. This may include contacting Children's Social Care or requesting a police welfare check where appropriate.

Staff must act immediately where information suggests that a child may be at risk of harm.

11. Illness and Infectious Disease

Parents/carers should tell Nature Nursery when absence is due to illness and provide relevant information where necessary.

Nature Nursery will follow its illness, infection-control and exclusion procedures when deciding when a child may safely return.

Repeated or concerning illness-related absence may be discussed with the family where this is relevant to the child's wellbeing or safeguarding.

12. Returning After a Longer Absence

Following a longer absence, staff will welcome the child back sensitively and consider whether there have been any changes to their health, wellbeing, family circumstances, medical needs or support arrangements.

Where appropriate, parents/carers will be asked to update relevant information before or when the child returns.

13. Funded Places

Nature Nursery will maintain attendance and funding records required for children accessing funded early education.

Parents/carers are responsible for providing and signing the information required for funding claims.

Where prolonged or repeated absence may affect a funded place or require action under Portsmouth City Council's provider arrangements, Nature Nursery will follow the current local funding requirements and seek advice from the Early Years funding team where necessary.

14. Responsibilities of Parents and Carers

Parents/carers are expected to:

- ensure Nature Nursery has current contact and emergency-contact details;
- tell the nursery in advance about planned absence where possible;
- report unexpected absence promptly by call, text or Family;
- provide the reason for absence;
- respond to nursery contact about unexplained absence;
- provide information about prolonged absence and expected return; and
- inform Nature Nursery of circumstances relevant to their child's welfare or attendance.

15. Responsibilities of Staff

Staff are responsible for:

- accurately completing the daily paper register;
- being alert to children who have not arrived as expected;
- passing absence information to the Manager/appropriate staff member;
- recording relevant contact and reasons for absence;
- recognising patterns or changes that may indicate concern; and
- reporting safeguarding concerns immediately.

16. Responsibilities of the Manager / DSL

The Manager/DSL will:

- ensure unexplained absences are followed up promptly;
- ensure prolonged absence is appropriately followed up;
- consider patterns and trends in attendance;
- ensure emergency contacts are used when appropriate;
- make safeguarding decisions based on the child's individual circumstances;

- make or support referrals and welfare-check requests where required;
- ensure staff understand the attendance procedure; and
- review this policy following changes to statutory or local requirements.

17. Relevant Policies and Guidance

This policy should be read alongside Nature Nursery's:

- Safeguarding and Child Protection Policy;
- Missing Child Policy;
- Uncollected Child Policy;
- Admissions and Registration procedures;
- Illness and Infection Control Policy;
- SEND Policy; and
- Data Protection and Confidentiality Policy.

Nature Nursery will have regard to the current Early Years Foundation Stage statutory framework, Department for Education safeguarding guidance and current Portsmouth City Council early education funding arrangements.

Policy Monitoring

Nature Nursery will review this policy annually and sooner where EYFS requirements, local safeguarding procedures, funding arrangements or the needs of the setting change.

Policy adopted	
Signed (Manager/Provider)	
Date	
Staff informed/briefed	
Next review	August 2027

[ADD NATURE NURSERY LOGO HERE]

NATURE NURSERY

Whistleblowing (Speaking Up) Policy

Effective from	1 September 2026
Review date	August 2027, or sooner following changes to legislation or statutory guidance
Applies to	Employees, agency workers, students, apprentices and volunteers as appropriate

1. Policy Statement

Nature Nursery is committed to providing a safe, open and accountable environment in which the welfare and safety of children is paramount.

All staff are encouraged and expected to speak up if they become concerned about unsafe practice, wrongdoing, poor safeguarding practice, inappropriate behaviour or a failure to act on concerns.

No member of staff should remain silent because they are worried about challenging a colleague, senior member of staff, the Manager or the Owner.

Nature Nursery will take genuine concerns seriously and will not tolerate victimisation, bullying, harassment or detrimental treatment of a worker because they have appropriately raised a concern.

2. What Is Whistleblowing?

Whistleblowing is the reporting of suspected wrongdoing within an organisation where the concern is in the public interest.

In an early years setting this could include concerns that:

- children's safety or welfare is being put at risk;
- safeguarding procedures are not being followed;
- concerns about a child are being ignored;
- concerns about a member of staff have not been acted upon;
- unsafe practice is being allowed to continue;
- health and safety is being compromised;
- a criminal offence may have occurred;
- there has been a breach of a legal obligation;
- information about wrongdoing is being deliberately concealed;
- records are being falsified;
- serious financial misconduct or fraud is occurring; or
- other conduct places children, staff or members of the public at risk.

A member of staff does not need to prove that wrongdoing has occurred before raising a genuine concern.

3. Whistleblowing and Personal Grievances

Whistleblowing is generally concerned with wrongdoing that affects other people or the wider public interest.

A personal employment complaint — for example, a disagreement about an individual's hours, pay or treatment — would normally be dealt with under the appropriate grievance procedure.

However, a concern that appears personal may still amount to whistleblowing where it also raises a genuine public-interest issue.

The Manager will consider the nature of the concern and ensure it is dealt with under the appropriate procedure.

4. Nature Nursery's Internal Reporting Route

Where possible, staff should raise a whistleblowing concern promptly.

At Nature Nursery, concerns should normally be reported to the Owner / Manager, who is also the Designated Safeguarding Lead (DSL).

Concerns may initially be raised verbally or in writing. Where a concern is raised verbally, an appropriate written record should be made as soon as possible.

The member of staff should provide factual information including, where known:

- what has happened;
- who was involved;
- when and where it happened;
- whether it has happened previously;
- whether anyone else witnessed it;
- what action has already been taken; and
- why the member of staff remains concerned.

Staff should distinguish clearly between what they personally witnessed, what another person has told them and their own opinion or interpretation.

5. Concerns About the Owner / Manager

Nature Nursery recognises that the Owner and Manager are the same person. It is therefore essential that staff have an alternative route for raising concerns.

Where the whistleblowing concern relates to the Owner/Manager, or the member of staff does not feel able to raise the concern with them, the concern should be raised with the Deputy Manager.

The Deputy Manager will listen to and record the concern and ensure that appropriate safeguarding or external procedures are followed.

The Deputy Manager does not need permission from the Owner/Manager to act upon a genuine safeguarding concern involving the Owner/Manager.

Staff must never feel that the Owner/Manager's position prevents them from reporting wrongdoing.

6. Immediate Risk to a Child

Whistleblowing procedures must never delay action required to protect a child.

If a member of staff believes that a child is at immediate risk of significant harm or requires emergency assistance, they must take appropriate immediate safeguarding action.

This may include contacting emergency services or Children's Social Care as appropriate.

Staff must not wait for the Owner/Manager to become available where doing so would place a child at further risk.

7. Concerns About the Conduct of an Adult Working With Children

Where information indicates that an adult working or volunteering with children may have harmed a child, behaved in a way that may have harmed a child, possibly committed an offence against or related to a child, or may pose a risk to children, Nature Nursery's Allegations Against Staff / LADO procedure must be followed.

Staff must not attempt to investigate an allegation themselves.

Information should be recorded factually and passed immediately to the appropriate person.

Where the concern involves the Owner/Manager, the Deputy Manager will ensure the appropriate external safeguarding route is followed.

8. How Nature Nursery Will Respond

When a whistleblowing concern is received, Nature Nursery will:

- listen to the concern seriously;
- make an appropriate factual record;
- consider whether immediate safeguarding action is required;
- determine which procedure or external agency is appropriate;
- protect relevant evidence and records;
- maintain confidentiality as far as reasonably possible;

- seek safeguarding, employment or legal advice where appropriate;
- take action proportionate to the concern; and
- ensure that the person raising the concern is not subjected to detrimental treatment for appropriately speaking up.

The person raising the concern may be asked for further information.

They may be told that action has been taken, but Nature Nursery may not be able to disclose details relating to another person's confidential information or an ongoing investigation.

9. Confidentiality

A member of staff may ask for their identity to be kept confidential when raising a concern.

Nature Nursery will make reasonable efforts to protect their identity.

However, absolute confidentiality cannot always be guaranteed. Information may need to be shared where this is necessary to safeguard a child, comply with the law or allow an appropriate investigation to take place.

Where possible, this will be discussed with the person who raised the concern.

10. Anonymous Concerns

Nature Nursery will take anonymous concerns seriously.

However, raising a concern anonymously can sometimes make investigation or follow-up more difficult because further information cannot easily be obtained.

Where possible, staff are encouraged to identify themselves while requesting confidentiality.

Anonymous information will nevertheless be considered according to the seriousness, credibility and safeguarding implications of the information provided.

11. Protection for Staff Who Speak Up

Nature Nursery will not tolerate retaliation against a worker who raises a genuine concern appropriately.

A worker should not be subjected to bullying, intimidation, unfair treatment, loss of opportunities or other detrimental treatment because they have raised a concern.

Workers who make qualifying whistleblowing disclosures may also have legal protection under whistleblowing legislation.

Any member of staff who believes they are being treated unfairly because they have raised a concern should report this promptly or seek independent advice.

12. Concerns Raised in Good Faith That Are Not Substantiated

A member of staff will not be penalised simply because a genuine concern they raised is subsequently found to be mistaken or cannot be substantiated.

Nature Nursery wants staff to raise genuine concerns rather than remain silent through fear of being wrong.

13. Deliberately False or Malicious Allegations

There is an important difference between an honestly held concern that proves to be unfounded and an allegation that is knowingly fabricated or malicious.

Where there is clear evidence that a member of staff deliberately made a false or malicious allegation, this may be considered under Nature Nursery's disciplinary procedures.

This must never be used to discourage staff from raising genuine concerns.

14. If the Concern Is Not Addressed

A member of staff is not expected to remain silent simply because they have already raised a concern internally.

They may seek advice or report externally if they reasonably believe:

- their concern has not been taken seriously;
- appropriate action has not been taken;
- wrongdoing is continuing;
- evidence may be concealed;
- they cannot safely use Nature Nursery's internal route; or
- the concern is sufficiently serious to require external action.

Depending upon the nature of the concern, this may include an appropriate safeguarding authority, regulator, prescribed person or other statutory body.

15. External Advice and Reporting

Staff may seek independent advice about whistleblowing.

Current Department for Education early-years guidance identifies external routes including the NSPCC Whistleblowing Advice Line and, for relevant matters involving children's rights, welfare or interests, the Children's Commissioner for England.

Staff may also contact Ofsted where they believe an early years provider is failing to meet regulatory requirements.

As at September 2026, Ofsted is not yet a prescribed person for whistleblowing purposes; this is expected to change in 2027.

Where a concern relates to an allegation against an adult working with children, the relevant Local Authority Designated Officer (LADO) procedures must be followed.

Staff may also seek independent advice from organisations such as ACAS, their trade union, a legal adviser or a specialist whistleblowing organisation.

Nature Nursery will ensure that current contact information and external reporting routes are available to staff rather than relying solely on contact details printed within this policy, which may change.

16. Safeguarding Takes Priority

Staff must never:

- ignore a safeguarding concern;
- agree to keep information secret where doing so could place a child at risk;
- delay reporting because a senior member of staff is unavailable;
- investigate allegations against colleagues themselves; or
- assume somebody else will report the concern.

Nothing within this policy prevents a member of staff from contacting an appropriate statutory agency directly where they reasonably believe this is necessary to protect a child.

17. Record Keeping

Whistleblowing records will be:

- factual;
- dated;
- stored securely;
- accessed only by those who legitimately require the information; and
- retained in accordance with Nature Nursery's safeguarding, employment and data-protection requirements.

Safeguarding information will be kept separately and securely where appropriate.

18. Staff Awareness and Induction

All staff will be made aware of this policy. Whistleblowing procedures will form part of staff induction and safeguarding awareness.

The Manager will ensure staff know:

- who concerns should normally be reported to;

- that the Deputy Manager is the alternative route where the concern involves the Owner/Manager;
- how to access safeguarding procedures;
- how to access the Allegations Against Staff / LADO procedure;
- that they may use appropriate external reporting routes; and
- that speaking up about genuine concerns is supported by Nature Nursery.

19. Responsibilities of the Owner / Manager

The Owner/Manager will:

- promote a culture in which staff feel able to speak openly;
- take concerns seriously;
- ensure safeguarding concerns are acted upon promptly;
- ensure appropriate records are maintained;
- ensure staff understand whistleblowing arrangements;
- ensure nobody is victimised for appropriately raising a concern;
- seek external advice when necessary; and
- review this policy following relevant changes in legislation, EYFS requirements or government guidance.

20. Responsibilities of the Deputy Manager

The Deputy Manager provides Nature Nursery's alternative internal whistleblowing route where a concern relates to the Owner/Manager or a member of staff does not feel able to approach them.

In those circumstances, the Deputy Manager will:

- listen to the concern;
- make or ensure an appropriate factual record is made;
- consider whether immediate safeguarding action is required;
- use the appropriate external safeguarding or reporting route;
- seek appropriate professional advice where necessary; and
- not delay action simply because the Owner/Manager is unavailable or is the subject of the concern.

This role does not, by itself, make the Deputy Manager a Deputy DSL.

21. Related Nature Nursery Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy;
- Allegations Against Staff / LADO Policy;
- Staff Code of Conduct;
- Safer Recruitment, DBS, Staff Suitability & Probation Policy;
- Staff Supervision procedures;
- Complaints Policy;
- Grievance and Disciplinary procedures;
- Health and Safety Policy; and
- Data Protection and Confidentiality Policy.

22. Policy Monitoring

This policy will be reviewed annually and sooner where:

- the EYFS statutory framework changes;
- Department for Education whistleblowing guidance changes;
- external reporting routes change;
- local safeguarding arrangements change;
- an incident identifies a need to strengthen Nature Nursery's procedures; or
- the management structure of Nature Nursery changes.

Policy adopted	
Signed (Owner/Manager)	
Date	
Staff informed/briefed	
Next review	August 2027

[ADD NATURE NURSERY LOGO HERE]

NATURE NURSERY

Allegations Against Staff & Other Adults / LADO Policy

Effective from	1 September 2026
Review date	August 2027, or sooner following changes to legislation, EYFS requirements or local safeguarding procedures
Applies to	Employees, work-experience students, volunteers and other adults working with or having responsibility for children

1. Policy Statement

Nature Nursery is committed to safeguarding and promoting the welfare of every child in our care.

Any allegation, concern or information suggesting that an adult working with children may have harmed a child, may pose a risk of harm, or may be unsuitable to work with children will be taken seriously and acted upon promptly.

Nature Nursery will ensure that:

- the welfare of the child is paramount;
- allegations are taken seriously;
- children are listened to;
- information is recorded accurately;
- staff do not conduct their own initial investigation before appropriate safeguarding advice is obtained;
- the Portsmouth Local Authority Designated Officer (LADO) is contacted where the criteria are met or where advice is required;
- Ofsted is notified where required;
- the rights of the person who is the subject of the allegation are respected; and
- appropriate records are maintained.

2. Who This Policy Applies To

This policy applies to concerns or allegations relating to adults working with or having responsibility for children at Nature Nursery, including:

- employees;
- the Owner/Manager;
- the Deputy Manager;
- work-experience students;

- students on placement;
- volunteers;
- contractors where relevant;
- visiting professionals where relevant; and
- other adults in a position of trust.

Nature Nursery does not currently routinely use agency staff. If agency staff are used in the future, this policy will also apply and the relevant agency will be involved in the management of any allegation.

3. What Is a LADO Allegation?

The LADO procedure should be considered where a person who works with children has:

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

The concern does not necessarily have to relate to something that happened at Nature Nursery. Information about an adult's behaviour outside work may also raise questions about their suitability to work with children.

4. Who Staff Must Report an Allegation To

Any allegation or concern about an adult working with children must be reported immediately.

At Nature Nursery the normal reporting route is the Owner / Manager / Designated Safeguarding Lead (DSL).

The member of staff receiving the information must not decide for themselves whether the allegation is serious enough to report. The Owner/Manager/DSL will consider the information and follow the appropriate safeguarding procedure.

5. Allegations Concerning the Owner / Manager / DSL

Nature Nursery recognises that the Owner, Manager and DSL are the same person.

If an allegation or concern relates to the Owner/Manager/DSL, it must not be reported to them for them to manage themselves. The concern should instead be reported immediately to the Deputy Manager.

The Deputy Manager is authorised to contact the Portsmouth LADO and other appropriate safeguarding agencies directly and does not require the Owner/Manager's permission before taking safeguarding action.

Staff may also contact the appropriate external safeguarding agency directly where necessary.

6. What To Do When an Allegation Is Received

The person receiving an allegation must:

- take it seriously and remain calm;
- keep an open mind and listen carefully;
- allow the person to explain what happened;
- avoid leading or suggestive questions;
- avoid assumptions or alternative explanations;
- not promise confidentiality;
- explain that information must be shared with people who can help;
- make a factual written record as soon as possible;
- use the child or adult's own words wherever possible;
- record the date, time, location and people present;
- sign and date the record; and
- report the matter immediately through the appropriate route.

7. DO NOT INVESTIGATE

Before appropriate safeguarding/LADO advice has been obtained, staff must not:

- interview the person who is the subject of the allegation;
- repeatedly question the child;
- ask other staff to investigate what happened;
- ask witnesses for statements unless advised;
- search personal devices or belongings;
- attempt to prove or disprove the allegation;
- discuss the allegation unnecessarily with colleagues or parents; or
- confront the person concerned.

This protects the child, the integrity of any subsequent investigation and the rights of the person who is the subject of the allegation.

8. Contacting Portsmouth LADO

Where an allegation meets or may meet the LADO criteria, Nature Nursery will contact the Portsmouth Local Authority Designated Officer.

Where the criteria are met, the LADO must be informed within one working day. If unsure whether the criteria have been met, advice will be sought from the LADO. Nature Nursery will not delay seeking advice because all information is not yet available.

Portsmouth LADO — Telephone: 023 9288 2500 | Email: LADO@portsmouthcc.gov.uk

Nature Nursery will periodically check these contact details against Portsmouth City Council's current safeguarding information.

9. Immediate Risk or Emergency

Where a child is at immediate risk of harm, emergency safeguarding action will take priority. This may include:

- ensuring the child is safe;
- separating the child from the adult concerned;
- contacting Children's Social Care/MASH;
- contacting the police;
- obtaining urgent medical assistance; or
- taking other immediate protective action.

Staff must not delay necessary emergency action while waiting to speak to the LADO.

10. What Happens to the Adult Concerned?

An allegation does not automatically mean that the person concerned is guilty. Nature Nursery will treat the individual fairly while ensuring children's safety remains paramount.

Depending on circumstances and advice, arrangements may include:

- increased supervision;
- temporarily changing duties;
- removing particular responsibilities;
- preventing unsupervised contact with children;
- temporarily moving the individual away from direct work with children; or
- suspension where necessary.

11. Suspension Is Not Automatic

Nature Nursery will not automatically suspend a member of staff simply because an allegation has been made. Suspension is a neutral safeguarding measure and is not a disciplinary finding or assumption of guilt.

The decision will take account of:

- the nature and seriousness of the allegation;
- the risk to children;
- LADO advice;
- police or Children's Social Care advice where applicable;
- whether risks can safely be managed through alternative duties or supervision; and
- the need for a fair process.

Nature Nursery can temporarily remove a member of staff from direct work with children or alter their duties/responsibilities where appropriate.

12. Work-Experience Students

Nature Nursery sometimes accepts work-experience students. They are expected to follow Nature Nursery's safeguarding requirements and are appropriately supervised.

Any allegation or concern involving a work-experience student will be taken seriously and managed under this policy where applicable. Nature Nursery may also need to inform and work with the student's school, college or placement provider.

13. Lower-Level Concerns

Not every concern about an adult's conduct will necessarily meet the LADO threshold. A lower-level concern may involve behaviour inconsistent with Nature Nursery's expectations or Staff Code of Conduct but which does not appear to meet the allegation threshold.

Examples may include:

- inappropriate language;
- poor professional boundaries;
- behaviour that causes unease;
- inappropriate use of devices;
- over-familiar behaviour;
- inappropriate handling of a child; or
- conduct inconsistent with expected professional practice.

Lower-level does not mean unimportant. All such concerns should be reported to the Owner/Manager/DSL, or the Deputy Manager where the concern relates to the Owner/Manager.

Nature Nursery will record and review lower-level concerns, consider patterns, and seek LADO advice where there is doubt about the threshold.

14. Patterns of Concern

Several apparently minor concerns involving the same person may collectively indicate a more significant safeguarding issue.

The Manager/DSL will review lower-level concerns for patterns, repetition or escalation. Where concerns relate to the Owner/Manager, this responsibility will sit with the Deputy Manager and appropriate external advice will be sought.

15. Ofsted Notification

From 1 September 2026, the EYFS requires providers to notify Ofsted of allegations of harm by anyone living, working or looking after children at the premises.

Nature Nursery will notify Ofsted of relevant allegations in accordance with current EYFS notification requirements and within the required timescale. Nature Nursery will not wait for the conclusion of a LADO, police, disciplinary or other investigation before notifying where the statutory requirement has been triggered.

16. Police and Children's Social Care

Some allegations may require involvement from the police and/or Children's Social Care.

Nature Nursery will follow advice from the LADO and relevant safeguarding agencies concerning referrals, interviews, communication, preservation of evidence, internal investigations and the timing of employment procedures.

An internal disciplinary investigation will not be allowed to compromise a police or safeguarding investigation.

17. Informing Parents and Carers

Parents/carers of a child involved in an allegation will normally need to be informed appropriately.

Nature Nursery will seek advice from the LADO, police or Children's Social Care where appropriate before sharing information if doing so could place a child at further risk, compromise an investigation, contaminate evidence or breach legitimate confidentiality.

18. Confidentiality

Allegations will be treated confidentially and information shared only with those who need it for safeguarding, investigation, management, legal or regulatory purposes.

Staff must not:

- discuss allegations with colleagues who do not need to know;

- discuss allegations with other parents;
- post or communicate information on social media;
- attempt to identify people involved publicly; or
- share confidential information outside appropriate professional channels.

19. Supporting the Child

Nature Nursery will ensure that the child remains at the centre of the safeguarding response.

Support may include:

- ensuring the child feels safe;
- providing familiar and trusted adults;
- maintaining appropriate routines;
- listening without repeatedly questioning;
- working with parents/carers where appropriate; and
- following advice from safeguarding professionals.

20. Supporting the Person Subject to the Allegation

Nature Nursery recognises that being the subject of an allegation can be extremely difficult. Subject to safeguarding and investigative restrictions, the person concerned will be treated fairly and with dignity.

They will be provided with appropriate information when it is safe and lawful to do so and advised about relevant employment procedures and sources of support.

21. Outcomes

Following appropriate investigation, an allegation may have a range of outcomes determined through the relevant safeguarding/employment processes.

Actions may include:

- no further safeguarding action;
- additional training;
- supervision or management action;
- changes to working arrangements;
- disciplinary action;

- dismissal;
- referral to the Disclosure and Barring Service;
- referral to a professional body where relevant; or
- other safeguarding or regulatory action.

22. DBS Referrals

Nature Nursery will consider its legal duty to refer an individual to the Disclosure and Barring Service where the relevant referral conditions are met.

A person leaving employment or resigning during an investigation will not prevent Nature Nursery from completing necessary safeguarding processes or making required referrals.

23. Record Keeping

Nature Nursery will maintain clear, factual and secure records concerning allegations and safeguarding decisions.

Records will include as appropriate:

- the allegation or concern;
- when and how it was reported;
- who received it;
- actions taken;
- LADO contact and advice;
- safeguarding referrals;
- Ofsted notifications;
- risk assessments;
- decisions regarding duties or suspension;
- investigation information where appropriate;
- outcomes; and
- reasons for significant decisions.

24. Whistleblowing

If a member of staff believes an allegation has not been dealt with appropriately, or they do not feel able to use the normal reporting route, they must follow Nature Nursery's Whistleblowing (Speaking Up) Policy.

No member of staff should remain silent because the concern relates to a senior colleague, the Manager or the Owner.

25. Staff Awareness

All staff must understand:

- who allegations should be reported to;
- the alternative route where an allegation concerns the Owner/Manager;
- that they must not investigate;
- that concerns must be recorded factually;
- how to access LADO procedures;
- the importance of confidentiality;
- how lower-level concerns should be reported; and
- their responsibility to act immediately where a child may be at risk.

26. Related Nature Nursery Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy;
- Whistleblowing (Speaking Up) Policy;
- Staff Code of Conduct;
- Safer Recruitment, DBS, Staff Suitability & Probation Policy;
- Staff Supervision procedures;
- Mobile Phones, Cameras, Smart Watches & Electronic Devices Policy;
- Data Protection and Confidentiality Policy;
- Disciplinary procedures; and
- Complaints Policy.

27. Policy Monitoring

This policy will be reviewed annually and sooner where:

- EYFS requirements change;
- Portsmouth LADO procedures change;

- Ofsted notification requirements change;
- safeguarding legislation or guidance changes;
- an allegation or incident identifies improvements required; or
- Nature Nursery's staffing or management arrangements change.

NATURE NURSERY

QUICK ACTION GUIDE — What To Do If an Allegation Is Made

- ☐ Listen and take it seriously.
- ☐ Keep an open mind.
- ☐ Do not promise secrecy.
- ☐ Do not ask leading questions.
- ☐ Do not investigate.
- ☐ Do not confront the person concerned.
- ☐ Write down exactly what was said, using the person's own words where possible.
- ☐ Record date, time, location and who was present.
- ☐ Sign and date your record.
- ☐ Report immediately to the Owner/Manager/DSL.
- ☐ If the allegation concerns the Owner/Manager/DSL → report to the Deputy Manager.
- ☐ Consider immediate action required to protect the child.
- ☐ Contact Portsmouth LADO where the criteria are met or advice is required.
- ☐ LADO referral where criteria are met → within one working day.
- ☐ Do not begin an internal investigation until appropriate safeguarding advice has been obtained.
- ☐ Consider whether duties/contact with children need to be changed while advice is obtained.
- ☐ Notify Ofsted where required.
- ☐ Maintain confidentiality.
- ☐ Record all advice, decisions and actions.

Portsmouth LADO

Telephone: 023 9288 2500

Email: LADO@portsmouthcc.gov.uk

If a child is in immediate danger: take emergency safeguarding action immediately. Do not wait for the normal management process.

Policy adopted	
Signed (Owner/Manager)	
Date	
Staff informed/briefed	
Next review	August 2027

NATURE NURSERY

[Logo]

Missing & Uncollected Children Policy

Policy #14 | Group-based preschool (children aged 2+)

Effective from	1 September 2026
Review date	August 2027, or sooner if guidance/practice changes
Responsible person	Owner / Manager / DSL
Applies to	All staff, students and volunteers

1. Purpose

Nature Nursery has clear procedures for the unlikely event that a child goes missing from the setting or during an outing, and for circumstances where a parent/carer or authorised collector does not collect a child at the agreed time. The child's safety, emotional wellbeing and safeguarding needs are the priority throughout.

Parents/carers are informed of these procedures. This policy should be read alongside Attendance, Absence & Children's Welfare; Safeguarding & Child Protection; Outings & Visits; Health & Safety; and Emergency procedures.

2. Prevention and everyday safeguards

- A daily register records children's attendance and their actual arrival and departure times.
- Staff maintain appropriate supervision and remain aware of the number and whereabouts of children.
- Doors, gates and access arrangements are managed to reduce the risk of a child leaving unnoticed while still allowing safe emergency evacuation.
- Children are released only to a parent/carer or another person authorised under Nature Nursery's collection arrangements.
- Changes to collection arrangements must be communicated through an accepted nursery route and staff must be satisfied about the collector's identity before releasing the child.

- Headcounts and risk-assessment controls are used on outings and at transitions where appropriate.
- Staff immediately report any supervision, security or collection concern to the Manager.

3. If a child is missing from the setting

A missing child is treated as an emergency. Staff do not delay action while trying to establish how the child may have left.

- The member of staff who notices the child is missing alerts the Manager/most senior person immediately and states the child's name, last known location and when they were last seen.
- The register and current attendance are checked immediately.
- One responsible adult coordinates the response. Other children remain safely supervised; they must not be left inadequately supervised while adults search.
- Staff rapidly search the premises, toilets/changing area, garden, entrances/exits and other immediately accessible areas, checking likely hiding places without creating further risk.
- The immediate vicinity may be checked by an allocated adult where safe to do so, while adequate supervision of the remaining children is maintained.
- If the child is not located immediately, or there is reason to believe the child has left the premises or is at immediate risk, police are called on 999 without delay.
- The parent/carer is contacted as soon as possible. Staff provide clear factual information and avoid speculation.
- The DSL considers whether Portsmouth MASH must also be contacted because of the circumstances, vulnerability of the child, or any wider safeguarding concern.

4. If a child is missing during an outing

- The outing leader is alerted immediately and establishes when and where the child was last seen.
- The remaining children are gathered in a safe place, counted and kept under secure supervision.
- A rapid search of the immediate area is undertaken by designated adults without compromising supervision of the group.
- Venue/site staff are alerted where appropriate and asked to activate their missing-child procedure.
- If the child is not located immediately, police are called on 999. The parent/carer and Nature Nursery Manager are informed as soon as practicable.
- The outing risk assessment, register, emergency contact information and relevant identifying information are made available to police.

Staff do not independently widen a search in a way that leaves other children unsafe or delays contacting the police.

5. When the missing child is found

- The child is reassured and checked for injury, distress or other immediate welfare needs.
- Police, parent/carer and any other agencies already contacted are updated promptly.
- Staff do not question the child repeatedly. Any spontaneous comments are listened to and recorded factually.
- If there is any indication of harm, attempted abduction, unsafe adult involvement or another safeguarding concern, the Safeguarding & Child Protection procedure is followed immediately.
- The Manager makes a full written record and preserves relevant evidence or information.

6. Notifications and review following a missing-child incident

The Manager/DSL considers all statutory and safeguarding notifications required by the circumstances. Ofsted is notified where the incident meets a notification requirement, including any serious accident, illness, injury, death or other significant event that must be reported under the EYFS or registration requirements. Police, children's social care and other agencies are contacted as required.

A prompt review examines supervision, staffing, doors/gates, registers, transitions, outing controls, communication and any other contributing factor. Necessary action is taken immediately and risk assessments/policies are updated. The purpose is to protect children and learn from the incident, not to discourage staff from reporting mistakes or near misses.

7. Uncollected child: initial action

If a child is not collected at the agreed time, the child remains safely supervised and reassured. Staff never leave a child alone and never take a child home themselves.

- Check the child's agreed collection time, diary/Family messages and any known change of arrangement.
- Attempt to contact the parent/carer using the current contact details held by Nature Nursery.
- If there is no response, contact the child's authorised emergency contacts in the order judged most appropriate.
- Continue reasonable attempts to make contact while keeping the child comfortable and appropriately occupied.
- Two staff should remain where reasonably practicable. If staffing reduces unexpectedly, the Manager makes the safest arrangement available and maintains safeguarding transparency.

8. When collection is significantly delayed

Nature Nursery does not use one rigid minute threshold for every situation. The response takes account of the child's age and needs, the length and circumstances of the delay, whether contact has been achieved, any known family circumstances, previous patterns and whether there is a safeguarding concern.

Where nobody can be contacted, the delay becomes significant, or staff are concerned about the child's welfare, the Manager/DSL seeks advice from Portsmouth MASH/out-of-hours children's social care. Staff follow the advice given. Police are called on 999 if there is immediate danger or another emergency.

The child will only leave with an authorised adult or in accordance with a lawful arrangement directed by children's social care/police. Staff do not hand the child to an unknown person simply because that person says they have been sent to collect.

9. If a collector appears impaired or unsafe

If an authorised collector appears intoxicated, impaired, aggressive, medically unfit or otherwise unable to safeguard the child, staff do not knowingly place the child at immediate risk. The Manager is involved straight away. Another authorised safe adult is sought where possible, and safeguarding/police advice is obtained where necessary.

Staff prioritise de-escalation and the child's safety and do not put themselves or other children at avoidable risk. If there is immediate danger, call 999.

10. Repeated late collection

Repeated or persistent late collection is discussed with the parent/carer and recorded. The Manager explores whether there is a practical difficulty or support need and agrees expectations. A pattern may become a safeguarding concern where it suggests neglect, instability or an inability to meet the child's needs; in that case the Safeguarding & Child Protection Policy is followed.

11. Safeguarding and information sharing

A missing or uncollected child incident may reveal wider safeguarding concerns. Staff report concerns immediately to the DSL and make factual records. Information is shared with statutory agencies where necessary to protect the child. Parents/carers are normally kept informed unless doing so would place a child or another person at risk or prejudice safeguarding action.

12. Portsmouth safeguarding contacts

Immediate danger / missing child emergency	Police – 999
Portsmouth MASH – office hours	023 9268 8793
Portsmouth MASH email	Mash@portsmouthcc.gov.uk
Out-of-hours children's social care	0300 555 1373

Contact details are checked when this policy is reviewed. Staff should also use the current safeguarding contact information displayed within the setting.

13. Recording

- Date, time and location of the incident.
- Child's name and who was responsible for the child/group at the relevant time.

- When and where the child was last seen, or the agreed collection time.
- Searches/checks and contact attempts made, with times.
- People/agencies contacted and advice received.
- Time the child was found or collected, by whom, and the child's presentation/welfare.
- Any safeguarding concern, referral, notification or follow-up action.
- Manager review, lessons learned and changes made.

14. Staff responsibilities

All staff must know this procedure and act immediately if a child is missing. Staff must never assume another adult has already reported the concern. Students and work-experience placements alert a permanent member of staff immediately and follow staff direction.

The Owner/Manager is responsible for ensuring that collection permissions and emergency contacts are current, staff understand the procedure, risk controls are effective, and incidents are reviewed and reported appropriately.

15. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Working Together to Safeguard Children 2026.
- Portsmouth City Council / Portsmouth safeguarding arrangements for reporting concerns to MASH.

STAFF QUICK ACTION GUIDE

CHILD MISSING

- ALERT Manager/senior person immediately.
- CHECK register and last known location.
- KEEP other children safely supervised.
- SEARCH immediate premises/area rapidly.
- CALL 999 without delay if not located immediately, believed to have left, or at risk.
- CONTACT parent/carer and consider MASH.
- RECORD everything factually and review the incident.

CHILD NOT COLLECTED

- Keep child safe, supervised and reassured.
- Check messages/arrangements; contact parent/carer.
- Try authorised emergency contacts.
- If nobody can be reached or delay/welfare concern becomes significant, contact MASH/out-of-hours service.
- Never take the child home or release them to an unauthorised person.
- Call 999 for immediate danger.

Missing / Uncollected Child Incident Record

Child's name / DOB	
Date / location	
Type of incident	
Expected collection time (if applicable)	
Time concern identified	
Last known location / circumstances	
Searches and checks undertaken	
Contact attempts and times	
Police / MASH / other agency contact & advice	
Outcome / child found or collected	
Safeguarding / notification / follow-up actions	

Manager Review

What happened / contributing factors	
Supervision / premises / procedure review	
Actions required	
Responsible person & completion date	
Parent/carer follow-up	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

[Logo]

Children in Care & Previously in Care Policy

Policy #29 | Stable relationships, ambitious learning and sensitive multi-agency support

Effective from	1 September 2026
Review date	August 2027, or sooner following relevant statutory/local guidance change
Responsible person	Owner / Manager
Named nursery lead	Owner / Manager, unless another suitable lead is formally appointed
Applies to	Children in local-authority care and children who have previously been in care

1. Purpose

Nature Nursery is committed to ensuring that children who are in local-authority care, and children who have previously been in care, experience the same high expectations, belonging, safety and opportunities as every other child.

This policy replaces the nursery's older Looked After Children policy. Current terminology varies between agencies; this policy uses 'children in care' while recognising that legislation and professional documents may use 'looked-after children'.

2. Our approach

A child's care history is important information but does not define the child. Staff focus on the child's strengths, relationships, interests, development and individual needs.

Children are not singled out publicly because of care status. Information is shared only with practitioners and professionals who need it to support the child safely and effectively.

3. Legal and professional context

Children in care are children for whom a local authority has statutory care responsibilities, including children subject to care orders and children accommodated by agreement in relevant circumstances.

Care arrangements differ. The nursery therefore confirms who holds parental responsibility, who may make which decisions, who may collect the child, and what permissions/contact arrangements apply rather than making assumptions from the child's placement type.

Nature Nursery works with the child's social worker, carer, parents where appropriate, local authority/Virtual School and other professionals in accordance with the child's plan and applicable law.

4. Named lead

The Owner/Manager acts as Nature Nursery's lead practitioner for children in care unless another suitably experienced person is formally appointed.

The lead coordinates information, educational planning and professional communication while ensuring the child's key person remains central to everyday relationships.

This is distinct from the statutory designated-teacher role that applies to certain schools; Nature Nursery is a private early years setting and does not inaccurately describe its lead as a statutory designated teacher.

5. Admission and welcome

Care status is never used as a reason to lower expectations or create unnecessary barriers to admission. The Manager considers the child's individual needs and any reasonable adjustments or additional support required.

Before or as soon as possible after admission, the nursery seeks enough information to provide safe continuity of care, including important relationships, routines, health, SEND, communication, permissions, safeguarding arrangements and professional contacts.

6. Key person and secure relationships

The child is allocated a key person in the usual way. Particular attention is given to predictable routines, warm relationships and careful settling where the child has experienced disruption, separation, trauma or multiple transitions.

Staff do not assume that every child in care has experienced the same events or will respond in the same way. Support is based on the individual child.

7. Personal Education Plan (PEP)

Where a child in care requires an Early Years Personal Education Plan, Nature Nursery contributes actively to the process with the social worker, carer, Virtual School/local authority and other relevant professionals.

The PEP should be practical and child-centred, reflecting current learning and development, attendance, strengths, additional needs, next steps, transitions and actions to improve outcomes.

The nursery provides accurate information and completes agreed actions. The social worker/local authority initiates and coordinates statutory care-planning processes; Nature Nursery does not create a parallel process that conflicts with the local authority's PEP arrangements.

8. Child's voice

Even very young children communicate preferences, feelings and experiences through words, behaviour, play, relationships, body language and choices. Staff ensure the child's voice is reflected appropriately in planning and review.

Children are not pressured to discuss their care history or family circumstances.

9. Learning and development

Nature Nursery maintains ambitious, realistic expectations and monitors the child's learning and development through normal EYFS practice.

Where progress or participation causes concern, staff consider the full picture, including communication, SEND, health, attendance, emotional wellbeing and changes in the child's circumstances.

Care status is not itself a special educational need. Where SEND is identified, Amy, the SENCO, coordinates support under the SEND & Inclusion Policy.

10. Emotional wellbeing and trauma-aware practice

Staff recognise that some children may have experienced loss, instability, neglect, abuse or other adversity. Practice is calm, relational and predictable, with co-regulation and emotional safety prioritised.

Staff avoid labels such as 'attention seeking' where behaviour may be communicating a need. Boundaries remain clear and consistent without punitive or shaming responses.

The nursery does not diagnose trauma. Where specialist support is needed, this is discussed through appropriate professional routes.

11. Attendance and absence

Attendance is monitored carefully because unexplained absence or changes in attendance may be particularly significant for a child with multi-agency involvement.

Nature Nursery follows its Attendance, Absence & Children's Welfare Policy and shares relevant attendance information with the social worker or other authorised professionals where required.

Any unexplained or concerning absence is followed up promptly and safeguarding procedures are used where necessary.

12. Safeguarding

Children in care remain entitled to the same robust safeguarding response as all children. Staff must not assume that another professional is already managing a concern.

Any new safeguarding concern is reported immediately to the DSL. Where appropriate, the DSL liaises with the child's social worker and/or safeguarding agencies while taking urgent action through MASH/police if required.

A child's care status and social-work involvement do not replace Nature Nursery's own safeguarding duties.

13. Parental responsibility, consent and permissions

The Manager establishes who has parental responsibility and what authority applies to everyday and significant decisions. Depending on the legal arrangement, parents, the local authority or others may share or hold decision-making powers.

Staff check rather than assume who can consent to outings, photographs, medical matters, information sharing or other significant decisions.

Any uncertainty is referred to the Manager and, where appropriate, clarified with the social worker/local authority before action is taken.

14. Collection and contact arrangements

Collection arrangements follow the child's current authorised plan. Staff are told only the information necessary to prevent unauthorised collection and maintain safety.

Where there are restrictions on contact or collection, the Manager records these clearly and ensures relevant staff understand what to do if an unauthorised person attends.

Staff do not mediate family contact disputes themselves; they follow the legal/professional arrangements and seek advice where necessary.

15. Confidentiality and respectful language

Care status, court orders, family history and social-work information are confidential. They are not discussed in communal areas or with other parents.

Staff use respectful language and follow the terminology preferred by the child/family/local authority where appropriate. Children are never introduced to others as 'the looked-after child' or otherwise defined by care status.

Records are stored securely under the Records, Confidentiality & Data Protection Policy.

16. Information sharing

Nature Nursery shares relevant information with authorised professionals where this is necessary and lawful for the child's education, health, safeguarding or care.

Consent is sought where appropriate, but safeguarding information is not withheld solely because consent is absent where sharing is necessary to protect a child.

The nursery records significant professional contacts, decisions and actions.

17. Working with carers and parents

Foster carers, kinship carers, parents and other adults may each hold important knowledge about the child. Staff communicate respectfully and within the boundaries of the child's legal/care arrangements.

Where information cannot appropriately be shared with a particular adult, staff maintain confidentiality without being drawn into conflict or speculation.

18. Working with the social worker and Virtual School

The nursery responds promptly to appropriate requests for information, contributes to meetings and raises concerns when agreed actions are not progressing.

For Portsmouth children, Nature Nursery follows current Portsmouth arrangements for Early Years PEPs and Virtual School involvement. For children placed by another local authority, the nursery works with that authority's relevant team.

Contact details are checked at the point they are needed rather than relying indefinitely on a printed name or number that may become outdated.

19. Early Years Pupil Premium (EYPP)

Where the child is eligible for Early Years Pupil Premium, Nature Nursery uses the funding purposefully to improve the child's educational outcomes and participation.

Portsmouth's current funding arrangements include eligibility linked to children currently in local-authority care and some children who have left care through adoption, special guardianship or child-arrangements orders.

The Manager records how additional funding supports identified needs and reviews its impact rather than treating it as general setting income.

20. SEND, disability and health

Children in care and previously in care may also have SEND, disability, medical or developmental needs. These are supported through the same inclusive processes as other children, with additional professional coordination where required.

Health information, medication and allergy arrangements are confirmed with the appropriate adult/professional and kept current.

21. Changes of placement or circumstances

A change of foster placement, social worker, contact arrangement or legal status can affect a young child significantly. Where the nursery is informed of a change, staff provide extra emotional consistency and update authorised contacts/permissions promptly.

The Manager ensures essential information reaches the key person and relevant staff without unnecessarily widening access to confidential details.

22. Transitions to another setting or school

Transitions are planned carefully, particularly where the child is also experiencing a placement or family change. Nature Nursery works with the receiving setting/school, social worker, carer, family and other professionals as appropriate.

Relevant learning, SEND, health and safeguarding information is transferred securely and lawfully. The child's strengths, successful strategies and relationships are included so the receiving setting understands what helps the child thrive.

23. Previously in care

Children who have left local-authority care through adoption, special guardianship or certain child-arrangements arrangements may continue to benefit from sensitive educational support and may meet eligibility criteria for additional early-years funding.

The nursery respects the family's privacy. A previously-in-care child's history is not routinely shared with staff unless the information is necessary for the child's care, learning, wellbeing or safeguarding.

Support is based on current need rather than assumptions about past experience.

24. Equality and inclusion

Children in care and previously in care are included fully in nursery life. Staff challenge stigma, stereotypes or insensitive comments and ensure celebrations, family activities and curriculum resources recognise that families are formed in many different ways.

Activities involving family trees, baby photographs, Mother's/Father's Day or personal history are handled flexibly so children are not placed in distressing or exposing situations.

25. Staff training and support

Staff receive sufficient information and guidance to understand their role without being given unnecessary confidential detail. The Manager identifies training where a child's needs or professional plan require greater understanding.

Staff can use supervision to reflect confidentially on emotionally complex work and ensure their responses remain child-centred and professional.

26. Complaints and advocacy

Concerns from carers, parents or professionals about Nature Nursery are addressed through the Complaints & Concerns Policy, without disrupting urgent safeguarding routes.

Where a professional disagreement affects the child's welfare or education, the Manager seeks resolution through the relevant agency processes and escalates appropriately rather than allowing drift.

27. Records

The nursery keeps proportionate records of care status where relevant, authorised contacts/permissions, PEP contributions, professional meetings, significant decisions, funding actions and safeguarding information.

Records are factual, secure and accessible only to those with a legitimate need.

28. Review

This policy is reviewed annually and sooner if relevant law, EYFS requirements, local Virtual School/PEP arrangements or the nursery's practice changes.

29. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Children Act 1989 and associated care-planning framework.
- Department for Education: SEND Code of Practice: 0 to 25 years, current edition.
- Portsmouth City Council: Early Years Personal Education Plan arrangements and Virtual School resources.
- Portsmouth City Council: Early Years Pupil Premium guidance.
- Nature Nursery: Safeguarding, SEND, Attendance, Key Person, Equality, Parent Partnership and Data Protection policies.

CHILD IN CARE – STAFF QUICK GUIDE

- **CHILD FIRST:** Care status is important context, not the child's identity.
- **KEY PERSON:** Provide predictable, warm relationships and continuity.
- **CONFIDENTIAL:** Only share care information with people who genuinely need it.
- **PEP:** Contribute promptly and accurately when an Early Years PEP is required.
- **VOICE:** Include the child's views through words, play, behaviour and preferences.
- **ATTENDANCE:** Follow up unexplained or concerning absence promptly.
- **CONSENT:** Never assume who has parental responsibility or decision-making authority — check the current plan.
- **COLLECTION:** Follow authorised collection/contact arrangements exactly.
- **SAFEGUARDING:** New concerns still go straight to the DSL; do not assume the social worker already knows.
- **TRANSITIONS:** Share relevant information securely and plan extra continuity.
- **HIGH EXPECTATIONS:** Care experience must never lower expectations for learning or inclusion.

CHILD IN CARE / PEP NURSERY SUPPORT RECORD

Child / DOB	
Key person	
Nursery lead	
Social worker / local authority	
Carer / authorised contacts	
Parental responsibility / consent information checked	
PEP date / next review	
Child's strengths / interests / voice	
Learning & development priorities	
Attendance / wellbeing considerations	
SEND / health / medical considerations	
Agreed nursery actions	
EYPP / additional resources and intended impact	
Professional actions / contacts	
Transition / placement-change planning	
Review outcome / Manager sign-off	

CHANGE OF CARE / CONTACT ARRANGEMENT CHECK

Child / date notified	
What has changed?	
Source / professional confirming change	
Parental responsibility / consent impact checked	
Authorised collection/contact updated	
Emergency contacts updated	
Key person / necessary staff briefed	
Safeguarding record/action needed?	
PEP / professional meeting update needed?	
Child emotional-support plan	
Manager initials / completion date	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

[Logo]

Children's Rights, Voice & Participation Policy

Effective from	1 September 2026
Review date	August 2027, or sooner following significant statutory or practice change
Responsible person	Owner / Manager
Applies to	All children, staff, students, volunteers and nursery activities

1. Purpose

Nature Nursery recognises every child as a unique individual with their own personality, relationships, culture, communication, strengths, interests and needs. Children have a right to be safe, treated with dignity, included and listened to.

This policy refreshes the nursery's older Children's Rights & Entitlements policy and connects those principles directly to current EYFS practice, safeguarding, inclusion and children's everyday experiences.

2. EYFS principles

Nature Nursery's practice reflects the EYFS principles that every child is unique, children learn to be strong and independent through positive relationships, enabling environments respond to individual needs, and children develop and learn in different ways and at different rates.

The nursery provides the seven areas of learning through play, interaction and experiences appropriate to children's age and development.

3. What rights mean in an early years setting

For young children, rights are experienced through everyday practice. This includes being physically and emotionally safe; receiving appropriate care; having food, drink, rest and comfort needs met; being included; being protected from discrimination and harmful treatment; being listened to; and having meaningful opportunities to make choices.

Children's rights do not mean children are expected to make adult decisions or that every preference can always be followed. Adults remain responsible for safeguarding, boundaries and decisions necessary to protect health, safety and the rights of others.

4. Listening to children

Staff listen closely to children's words, gestures, facial expressions, play, behaviour, movement, silence and other communication. A child does not need fluent speech for their views to matter.

Practitioners make time for warm, responsive interaction and avoid routinely speaking over children, rushing their responses or assuming adults already know what the child means.

5. Child voice

Child voice is not limited to formal questions such as 'What do you think?'. For a two- or three-year-old, voice may be shown by approaching or avoiding an activity, choosing a resource, repeating an experience, seeking a particular adult, showing discomfort or excitement, or communicating through gesture or behaviour.

Staff use these observations to shape experiences, routines, environments and individual support.

6. Choice and autonomy

Children are offered genuine, developmentally appropriate choices throughout the day, for example in play, resources, books, creative materials, where to engage and whether to join an optional activity.

Adults avoid offering a false choice where there is no genuine option. Where something must happen for safety, health or routine, the practitioner explains simply and respectfully and offers choice within the boundary where possible.

7. Consent, assent and bodily autonomy

Staff respect children's bodily autonomy and pay attention to verbal and non-verbal assent. Children are encouraged to understand that their body belongs to them and that they can communicate discomfort or a wish to stop.

Necessary care such as nappy changing, toileting support, first aid or urgent safety intervention may still be required when a child is reluctant. In those situations, staff explain what is happening, preserve dignity, use the least intrusive approach and respond sensitively.

Children are never required to give affection, hugs or kisses to adults or other children.

8. Comfort and physical affection

Warm, appropriate physical comfort is an important part of early years care. Cuddles, sitting on a trusted adult's lap or holding hands may be appropriate when child-led, responsive to the child's cues and consistent with professional boundaries.

Physical contact must never be secretive, coercive, sexualised, punitive or used to create favouritism.

9. Dignity and intimate care

Children are spoken to respectfully during toileting, changing and personal care. Staff do not shame children for accidents, toileting stage, clothing, bodies or hygiene.

Privacy is balanced with safeguarding and safe supervision in accordance with the Intimate Care, Nappy Changing & Toileting Policy.

10. Emotional safety

Children are entitled to relationships in which adults are predictable, kind and emotionally available. Staff help children name feelings, recover from upset and learn regulation gradually through co-regulation.

Children are not humiliated, threatened, deliberately frightened or isolated as punishment. Behaviour is understood in the context of development, communication, SEND, emotional wellbeing and safeguarding.

11. Fairness is not always sameness

Inclusion does not require every child to receive exactly the same support. Some children need additional time, adult support, communication tools, sensory adaptations, medical arrangements or environmental changes to participate safely and meaningfully.

Reasonable adjustments and individual support are provided in line with the SEND & Inclusion and Equality policies.

12. Equality, identity and belonging

Children should see their lives and communities reflected respectfully in nursery resources and conversations. The nursery values different families, cultures, languages, disabilities, ethnicities, religions and beliefs, and avoids stereotypes.

Discriminatory language or behaviour is addressed in a developmentally appropriate way. Staff model respect and help children learn that differences are normal and valued.

13. Family structures

Nature Nursery recognises that children may live with parents, one parent, separated parents, foster carers, kinship carers, adoptive families, special guardians or other family arrangements.

Activities about families are flexible and inclusive. Children are not required to disclose private family information or made to feel that one family structure is the expected norm.

14. Communication and language

Children who use limited spoken English, alternative communication, signs, gestures or other communication methods are given time and support to participate.

Staff do not interpret limited English or speech as limited understanding, intelligence or entitlement to contribute.

15. SEND and child voice

Amy, the SENCO, supports staff to ensure children with SEND can express preferences and participate in decisions affecting their nursery experience.

Visuals, objects, modelling, simple language, sensory cues, extra processing time and observation may all help staff understand a child's perspective.

16. Learning through interests

Practitioners notice children's interests and use them to extend learning rather than relying solely on adult-selected themes. Children have time for sustained play and exploration.

Adult teaching remains important, but it is responsive and does not unnecessarily interrupt deep engagement.

17. Participation in nursery life

Children are encouraged to contribute to everyday nursery life in age-appropriate ways, such as helping choose stories, caring for resources, participating in tidying, deciding between activities, helping prepare play spaces or sharing ideas.

Participation is encouraged rather than forced. A child may observe before joining.

18. Risk, challenge and exploration

Children benefit from appropriate challenge and opportunities to test skills. Nature Nursery balances children's right to explore and develop independence with the adult duty to manage significant risk.

Risk assessment aims to make experiences safe enough, not remove every possible challenge.

19. Food and mealtimes

Children are treated respectfully at meals. Adults supervise closely and promote safe eating, but do not shame children about appetite, body size, packed-lunch contents or preferences.

Food sharing is not permitted because of allergy and safety controls. Children have access to water and individual dietary/medical requirements are respected.

20. Rest and sleep

Children's individual need for rest is recognised. Sleep/rest is not used as punishment and children are not forced to sleep.

Where a child sleeps, safer-sleep requirements and the child's individual needs are followed.

21. Privacy and information

Children's records, photographs, health information and family circumstances are handled confidentially. Adults do not discuss private information where children, parents or visitors can unnecessarily overhear.

Images are taken and used only through authorised nursery arrangements. Children are not photographed on personal staff devices.

22. Safeguarding and the right to be heard

A child's communication that suggests they may be unsafe is taken seriously. Staff listen, remain calm, avoid leading questions and report the concern promptly to the DSL.

Children are never promised secrecy about information that may need to be shared to keep them or another person safe.

Behavioural or non-verbal changes may also be important safeguarding communication, particularly for children who are pre-verbal or non-verbal.

23. Complaints, discomfort and saying no

Young children may communicate dissatisfaction by saying no, withdrawing, crying, becoming distressed or resisting. Staff consider what the communication may mean rather than automatically labelling it as difficult behaviour.

Where an adult must override a preference for safety or essential care, the reason should be proportionate and the child should still be treated respectfully.

24. Children in care and previously in care

Children in care and previously in care are not defined by their history. Staff provide stable relationships, protect confidentiality and ensure the child's views are represented appropriately in planning and transitions.

Personal-history activities are adapted sensitively where they could expose private information or cause distress.

25. Working with parents and carers

Parents/carers know their child best and are important partners in understanding the child's preferences, communication and experiences. Staff combine family knowledge with careful observation of the child in nursery.

Where the child's expressed needs and an adult request appear to conflict, staff consider safety, welfare, legal responsibilities and the child's best interests rather than automatically prioritising convenience.

26. Staff responsibilities

All adults working at Nature Nursery are expected to model respectful relationships. Staff reflect on how adult power, language, tone, routines and expectations affect young children.

Concerns about disrespectful, discriminatory, humiliating or unsafe adult practice are challenged and, where appropriate, addressed through safeguarding, whistleblowing or staff-management procedures.

27. Recording child voice

Child voice may be recorded in observations, SEND plans, behaviour/emotional wellbeing records, PEPs, transition information or other appropriate documentation. Records should represent the child authentically and avoid presenting an adult interpretation as a direct quotation.

Not every everyday preference needs to be documented. Recording is proportionate to the purpose.

28. Review and reflective practice

The Manager uses supervision, team discussion, parent feedback, observations and children's responses to consider whether routines genuinely respect children's needs and participation.

Where children repeatedly resist or become distressed by a routine, staff consider whether the routine, environment or adult approach should change.

29. Review

This policy is reviewed annually and sooner following significant EYFS, equality, safeguarding or nursery-practice changes.

30. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: Help for early years providers – communication and language guidance, including listening to children's wants, needs and interests.
- Children Act 1989 and Children Act 2004 safeguarding and welfare framework.
- Equality Act 2010.
- United Nations Convention on the Rights of the Child, used as a rights-based reference for practice.
- Nature Nursery: Safeguarding; Equality; SEND; Behaviour & Emotional Wellbeing; Intimate Care; Data Protection; Children in Care policies.

CHILDREN'S RIGHTS – STAFF QUICK GUIDE

- **LISTEN:** Words, behaviour, gesture, play and body language can all communicate a child's view.
- **REAL CHOICES:** Offer choices children can genuinely make; explain kindly when something is not optional.
- **BODY AUTONOMY:** Notice assent and discomfort; never require affection.
- **DIGNITY:** No shaming about toileting, food, behaviour, bodies, family or ability.
- **FAIR ≠ IDENTICAL:** Make reasonable adjustments and provide individual support.
- **BELONGING:** Reflect different families, cultures, languages, abilities and identities respectfully.
- **EMOTIONS:** Co-regulate; do not humiliate, frighten or isolate as punishment.
- **SAFEGUARDING:** Take verbal and non-verbal signs seriously and report concerns to the DSL.
- **PRIVACY:** Protect children's images, records, health and family information.
- **REFLECT:** If a child repeatedly struggles with a routine, ask what the routine or adult approach may need to change.

CHILD VOICE / PARTICIPATION REFLECTION RECORD

Date / child or group	
Context / activity / routine	
What did the child communicate?	
How was this communicated? (words / gesture / behaviour / play)	
What did staff think it might mean?	
How did staff check rather than assume?	
Choice / adjustment offered	
SEND / communication support used	
Child's response	
Any safeguarding or wellbeing concern?	
Change to environment / routine / planning	
Parent/carer input if relevant	
Practitioner / Manager reflection	

PRACTICE RIGHTS CHECK

Question	Yes / review needed	Action
Do children have genuine choices during the session?		
Do adults give children enough time to communicate?		
Are non-verbal/pre-verbal children listened to through observation?		
Are intimate-care routines dignified and respectful?		
Are behaviour responses relational rather than shaming/punitive?		
Can children with SEND participate through reasonable adjustments?		
Do resources reflect varied families and communities?		
Are children's privacy and confidential information protected?		
Are children allowed appropriate challenge and independence?		
Do we change routines when children's responses show they are not working well?		

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

Safer Sleep and Rest Policy

Effective from	1 September 2026
Review date	August 2027, or earlier following changes to legislation, statutory guidance or the needs of the setting
Applies to	All children attending Nature Nursery

Age range	From 2 years
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1. Policy Statement

At Nature Nursery, we recognise that sleep and rest are important to children's health, wellbeing and development.

Although children attending Nature Nursery are aged two years and over and most children do not routinely require a daytime sleep, we recognise that individual children may become tired and require sleep or rest during the nursery day.

We will respond to children's individual needs while ensuring that any child who sleeps at Nature Nursery is provided with a safe, appropriate and well-supervised sleeping environment.

Our procedures have regard to the Early Years Foundation Stage (EYFS) statutory framework and current Department for Education safer-sleep guidance.

2. Our Sleep Environment

A designated sleep and rest area is available within the main nursery room.

The area can be sectioned off from the main play space to provide children with a quieter and calmer environment while remaining within the main room.

Children who are sleeping will remain within **sight and hearing of a member of staff**.

An adult will remain within the main nursery room at all times while a child is sleeping.

The sleep area will:

- be calm and appropriately ventilated;
- be kept free from unnecessary clutter and potential hazards;
- allow staff to see and hear sleeping children;
- allow sufficient space around individual sleep mats;
- be positioned away from radiators, heaters and other potential hazards;
- not obstruct fire exits or evacuation routes; and
- be included within the nursery's ongoing risk-assessment arrangements.

3. Sleep Mats

Children requiring sleep will be provided with an appropriate nursery sleep mat intended for early-years use.

Sleep mats will provide a **clear, flat and firm sleeping surface** and will be maintained in good condition.

Before each use, staff will check that the mat is clean, dry and undamaged.

Sleep mats will be:

- wiped and appropriately cleaned after every use;
- regularly checked for damage, tears or deterioration;
- removed from use immediately if their condition could affect hygiene or safety; and
- stored appropriately when not in use.

Children will not sleep on sofas, beanbags, cushions or other soft surfaces that are not intended as sleeping surfaces.

4. Bedding

Each child who regularly sleeps at Nature Nursery will have their own individually identified bedding.

We provide:

- an appropriately fitted organic cotton sheet; and
- a lightweight muslin cover where appropriate.

Each child's bedding will be kept separately in their **own clearly labelled bag** to reduce the risk of cross-contamination or bedding being shared between children.

Bedding will not be shared between children.

Bedding will be washed **at least weekly**, and sooner whenever it becomes wet, soiled or otherwise requires cleaning.

Sleep mats will additionally be wiped and cleaned after every use.

Staff will ensure bedding is appropriate for the temperature of the room and individual child.

Children will not be excessively wrapped or allowed to become too warm while sleeping.

5. Individual Sleep Needs

Nature Nursery recognises that children's sleep requirements vary considerably.

Parents/carers will be encouraged to tell us about:

- their child's usual sleep routine;
- whether their child normally sleeps during the day;
- approximately how long they usually sleep;
- any comfort or settling routines;
- changes to sleep patterns; and
- any relevant health or developmental information.

Staff will take children's individual needs and parental information into account.

However, a child who is clearly tired will not be deliberately prevented from sleeping solely because this is outside their usual routine.

Likewise, children will not be forced to sleep.

Children who do not wish to sleep but require a quieter period will be supported to rest appropriately.

6. Supervision of Sleeping Children

Sleeping children will **never be left unsupervised**.

Children will remain within sight and hearing of staff while sleeping.

Staff will carry out frequent visual checks of sleeping children.

Checks will include observing:

- the child's position;
- their breathing;
- their general appearance;
- whether they appear comfortable;
- whether they are becoming too hot or cold;
- whether their face and airway remain unobstructed; and
- whether anything within the sleep environment has changed or presents a risk.

Staff will not rely solely upon listening devices, cameras or other technology as a replacement for appropriate physical supervision.

Any concerns about a sleeping child's breathing, colour, temperature, responsiveness or general wellbeing will be acted upon immediately.

Emergency first-aid procedures will be followed where required.

7. Children Who Fall Asleep Unexpectedly

We recognise that a child may occasionally fall asleep unexpectedly during the nursery day.

Where this happens, staff will assess the situation and move the child, where appropriate and safe to do so, to the designated sleep area and appropriate sleep mat.

A child will not routinely be left sleeping on an unsuitable surface.

The child's wellbeing will be monitored and parents/carers informed where appropriate, particularly if the sleep is unusual for that child or there are concerns about their health.

8. Comforters

Where a child requires a familiar comfort item to settle, staff will consider this alongside the child's age, individual needs and current safer-sleep guidance.

Any item used must be appropriate and must not create an avoidable risk to the child while sleeping.

Staff will monitor sleeping children and ensure that bedding or other items do not obstruct the child's face or airway.

9. Illness and Unusual Tiredness

Unexpected or excessive tiredness can sometimes indicate that a child is becoming unwell.

Where a child's need for sleep is unusual for them, staff will consider their general wellbeing and check for other signs of illness.

Parents/carers will be contacted where staff have concerns.

The nursery's illness, medication, safeguarding and emergency procedures will be followed where appropriate.

10. Hygiene and Infection Control

To maintain appropriate hygiene:

- each child's bedding will be individually identified;
- bedding will not be shared;
- bedding will be stored separately in labelled bags;
- bedding will be washed at least weekly and whenever soiled;
- sleep mats will be wiped and cleaned after every use;
- staff will follow the manufacturer's cleaning instructions for sleep mats; and
- appropriate infection-control procedures will be followed following illness or contamination.

11. Staff Responsibilities

All practitioners are responsible for following this policy.

The Manager will ensure that:

- appropriate sleep equipment is available;

- sleep equipment is maintained appropriately;
- staff understand the nursery's safer-sleep procedures;
- new staff are informed of the procedures during induction;
- relevant changes to statutory requirements and guidance are communicated to staff;
- the sleep environment is appropriately risk assessed; and
- this policy is reviewed at least annually or sooner when necessary.

Staff must raise any concerns about sleeping arrangements, equipment or an individual child's wellbeing with the Manager promptly.

12. Working With Parents

Our safer-sleep arrangements will be explained to parents/carers where their child is likely to sleep while attending Nature Nursery.

Parents should inform us of significant changes to their child's sleep routine or health.

Where appropriate, information about a child's sleep during their nursery session will be shared with their parent/carer.

Requests from parents regarding sleep routines will be considered wherever they are compatible with the child's welfare and the nursery's safeguarding responsibilities.

The safety and wellbeing of the child will always take priority.

13. Risk Assessment

The designated sleep area and sleeping arrangements will form part of Nature Nursery's risk-assessment process.

This will consider, where relevant:

- positioning of sleep mats;
- spacing;
- room temperature and ventilation;
- access and evacuation routes;
- supervision;
- cleaning and infection control;
- storage of bedding and equipment;
- condition of sleep mats;
- potential trip hazards; and

- the individual needs of children using the sleep area.

14. Relevant Guidance

This policy should be read alongside Nature Nursery's:

- Safeguarding and Child Protection Policy;
- Health and Safety Policy;
- First Aid Policy;
- Sickness and Illness Policy;
- Infection Prevention and Control procedures;
- Risk Assessment procedures; and
- Emergency/Evacuation procedures.

Nature Nursery will have regard to the current **Early Years Foundation Stage statutory framework** and **Department for Education safer-sleep guidance**.

Policy Monitoring

This policy will be reviewed annually and whenever:

- statutory EYFS requirements change;
- government safer-sleep guidance changes;
- an incident or concern indicates that procedures should be reviewed; or
- there is a significant change to Nature Nursery's premises, age range or sleeping arrangements.

Policy adopted	
Signed (Manager/Provider)	
Date	
Staff informed/briefed	
Next review	August 2027

[ADD NATURE NURSERY LOGO HERE]

NATURE NURSERY

Screen Use and Digital Technology Policy

Effective from	1 September 2026
Review date	August 2027, or earlier following changes to legislation, statutory guidance or the needs of the setting
Applies to	All children, staff, students and volunteers at Nature Nursery
Age range	From 2 years

1. Policy Statement

At Nature Nursery, we believe that young children learn best through real-life experiences, active play, exploration, conversation, relationships and engagement with the natural world.

Our curriculum therefore prioritises screen-free experiences including outdoor and nature-based learning, physical play, books and stories, music, creative activities, imaginative play, sensory experiences and meaningful interactions with adults and other children.

Children attending Nature Nursery are not routinely provided with televisions, tablets, computers, mobile phones or other conventional screens for entertainment or learning activities.

Screens are not used as a substitute for adult interaction, play, physical activity, outdoor experiences or opportunities for children to explore the world around them.

This policy has regard to the Early Years Foundation Stage (EYFS) statutory framework and current Department for Education guidance concerning screen use in early years settings.

2. Our Approach to Children's Screen Use

Nature Nursery operates a predominantly screen-free environment for children.

We do not routinely provide children with:

- television programmes;
- online videos;
- tablet or iPad activities;
- computer games;
- mobile phone activities;
- streamed entertainment; or
- screens to occupy children during the nursery day.

Screens will not routinely be used:

- during meals or snacks;
- to settle children;
- to distract children who are upset;
- as a reward;
- to manage children's behaviour;
- during transitions;
- as background entertainment; or
- as a replacement for meaningful interaction with a practitioner.

Practitioners will prioritise responsive, face-to-face interaction with children.

3. Appropriate Use of Technology

Nature Nursery recognises that technology is part of children's wider world and that carefully selected technology can sometimes provide a useful hands-on learning experience without becoming conventional screen time.

Where technology is available to children, its use will:

- have a clear purpose;
- be appropriate to the child's age and stage of development;
- encourage active rather than passive participation;
- support creativity, curiosity or exploration;
- be appropriately supervised; and
- not replace real-world experiences and interactions.

4. Thermal Instant-Print Camera

Nature Nursery has a thermal instant-print camera which may be used by children as a creative and exploratory resource.

The camera allows children to take photographs which are immediately printed as thermal images.

The camera is not used to provide children with conventional screen-based entertainment and images are not retained as part of a digital photo library.

Children may use the camera, with appropriate practitioner supervision, to photograph appropriate subjects such as:

- their artwork and creations;
- activities;

- constructions;
- objects of interest;
- plants and natural materials;
- areas of the environment; and
- things they discover during their play and exploration.

The resulting printed images may be used for creative activities, displays, discussion or taken home where appropriate.

5. Protecting Children's Privacy When Using the Camera

Practitioners will supervise children's use of the thermal camera and support children to begin developing an age-appropriate understanding that photographs of other people should be treated respectfully.

Children will not be encouraged to photograph other children for the purpose of taking those images home.

Printed photographs containing identifiable images of other children will not be sent home with another child.

Where another child has been accidentally included in an image intended to be taken home, the print will not be sent home.

Practitioners will use their professional judgement to ensure that children's privacy and dignity are protected.

6. Staff iPad

Nature Nursery has one staff iPad.

The iPad is a nursery device and is not available for children's recreational or educational screen use.

It may be used by authorised adults for legitimate nursery purposes, including administration and use of the nursery's approved systems.

The iPad is managed by the Manager and may be taken home by the Manager for authorised nursery administration.

Appropriate security measures, including device access protection, will be used.

Children will not be permitted to independently access the staff iPad.

7. Photographs and Nursery Documentation

Practitioners may take appropriate photographs of children's activities during the nursery day using authorised nursery equipment and in accordance with parental permissions.

Photography will have an appropriate nursery purpose, such as documenting children's experiences or sharing appropriate information with families.

Nature Nursery aims to ensure that practitioners remain focused on interacting with and supervising children rather than spending unnecessary time using digital devices.

For this reason, photographs taken during nursery sessions are not routinely uploaded or processed while practitioners are working directly with the children.

The Manager normally uploads appropriate photographs after the children have left the setting.

This supports our aim of ensuring that adults remain present, attentive and engaged with children throughout the nursery day.

8. Photography and Consent

Nature Nursery will obtain appropriate parental/carers permissions regarding the use of photographs and images of children.

Staff will follow those permissions.

Photographs will only be taken for legitimate nursery purposes and will be handled in accordance with Nature Nursery's safeguarding, confidentiality and data-protection procedures.

Images will not be taken where doing so could compromise a child's dignity.

Photography will not take place during intimate care, toileting or changing.

9. Personal Devices

Staff, students and volunteers must follow Nature Nursery's Mobile Phones, Cameras and Smart Devices Policy.

Personal devices must not be used to take photographs or recordings of children.

Personal phones and other devices must be stored and used in accordance with the nursery's safeguarding procedures.

The use of personal smart watches or other connected devices will also be managed through the nursery's Mobile Phones, Cameras and Smart Devices Policy.

10. Staff Use of Technology Around Children

Where staff need to use authorised nursery technology during a session, this will be kept to the minimum necessary.

Staff must not allow administrative use of technology to interfere with:

- supervision;
- safeguarding;
- interaction with children;
- children's learning;
- responding to children's needs; or
- maintaining appropriate ratios.

Where possible, non-urgent administrative tasks will be completed away from direct teaching and caring time.

11. Online Safety

Although children do not routinely access the internet at Nature Nursery, the setting recognises its responsibility to maintain appropriate online-safety arrangements.

Nursery devices will be used only for appropriate purposes.

Staff must not knowingly access inappropriate material using nursery equipment.

Passwords and access information must be kept secure and must not be shared with unauthorised individuals.

Any online-safety or data-security concern must be reported promptly to the Manager.

12. Children With SEND

Nature Nursery recognises that some children with special educational needs and/or disabilities may benefit from assistive technology, including communication devices or other screen-based resources.

Where such technology is appropriate for an individual child, its use will not be unnecessarily restricted by Nature Nursery's general screen-free approach.

Any use will be based on the individual child's needs and, where appropriate, discussed with parents/carers and relevant professionals.

The purpose will be to improve the child's communication, access, participation, independence or inclusion.

13. Working With Parents and Carers

Nature Nursery will be open with families about our approach to screens and technology.

We recognise that families make their own decisions about children's screen use at home.

Our role is not to judge families' choices but to explain our approach within the nursery and to support children's health, wellbeing, development and learning.

Where appropriate, we may share current government information about healthy screen use with parents and carers.

14. Staff Responsibilities

All practitioners are responsible for following this policy.

The Manager will ensure that:

- staff understand Nature Nursery's approach to screen use;
- new staff, students and volunteers are informed of the policy during induction;
- nursery devices are appropriately managed;
- parental photography permissions are maintained;

- staff understand expectations regarding photography and digital devices;
- changes to EYFS requirements or government guidance are communicated to staff; and
- this policy is reviewed regularly.

Any concern regarding inappropriate use of a screen, camera, digital device or image of a child must be reported to the Manager promptly.

Safeguarding concerns will be dealt with in accordance with Nature Nursery's Safeguarding and Child Protection Policy.

15. Relevant Policies and Guidance

This policy should be read alongside Nature Nursery's:

- Safeguarding and Child Protection Policy;
- Mobile Phones, Cameras and Smart Devices Policy;
- Staff Code of Conduct;
- Data Protection and Confidentiality Policy;
- Photography and Image Consent arrangements;
- SEND Policy; and
- Behaviour and Emotional Wellbeing Policy.

Nature Nursery will have regard to the current Early Years Foundation Stage statutory framework and Department for Education guidance on screen use in early years settings.

Policy Monitoring

This policy will be reviewed annually and whenever:

- statutory EYFS requirements change;
- Department for Education guidance changes;
- Nature Nursery introduces new technology;
- an incident or concern indicates that procedures should be reviewed; or
- there is a significant change to the way technology is used within the setting.

Policy adopted	
Signed (Manager/Provider)	

Date	
Staff informed/briefed	
Next review	August 2027

[ADD NATURE NURSERY LOGO HERE]

NATURE NURSERY

Safer Eating, Choking, Allergies and Mealtimes Policy

Effective from	1 September 2026
Review date	August 2027, or earlier following changes to legislation, statutory guidance or the needs of the setting
Applies to	All children, staff, students and volunteers at Nature Nursery
Age range	From 2 years

1. Policy Statement

At Nature Nursery, we recognise that mealtimes are an important part of children's health, safety, wellbeing and development.

We aim to provide a calm, sociable and appropriately supervised environment in which children can enjoy eating together while developing independence, communication, good eating habits and an understanding of healthy choices.

Nature Nursery takes appropriate precautions to reduce the risks associated with choking, food allergies and cross-contamination.

Children attending Nature Nursery bring their own lunches and snacks from home. Nature Nursery works in partnership with parents and carers to ensure that food provided is appropriate for their child and prepared in a way that reduces foreseeable choking and allergy risks.

This policy has regard to the Early Years Foundation Stage (EYFS) statutory framework and current Department for Education guidance relating to safer eating, food safety, allergies and nutrition.

2. Packed Lunches and Snacks

Parents and carers provide their child's lunch and snacks.

Families will be encouraged to provide food that is appropriate for their child's age and developmental stage and to prepare foods safely before bringing them into nursery.

Parents will be reminded of recognised choking risks and encouraged to appropriately cut and prepare foods such as grapes, cherry tomatoes and other small, round or firm foods before packing them.

Nature Nursery recognises, however, that items may occasionally be missed.

A member of staff will therefore monitor children's packed food and will intervene where an item presents an identifiable choking, allergy or dietary risk.

Where appropriate, staff may cut or otherwise prepare an item more safely before giving it to the child.

Food that cannot be made appropriately safe will not be given to the child.

Where potentially unsafe food is repeatedly provided, this will be discussed with the child's parent/carer.

3. Choking Prevention

All practitioners involved in mealtimes will be aware of the importance of preparing and supervising food appropriately to reduce choking risks.

Staff will consider:

- the child's age and developmental stage;
- the size, shape and texture of food;
- whether food requires cutting or further preparation;
- whether a child has known eating, chewing or swallowing difficulties; and
- any advice contained within an individual healthcare or support plan.

Small round foods, such as grapes and cherry tomatoes, will be cut appropriately where required.

Whole nuts and peanuts will not be given to children under five due to the choking risk.

Children will be encouraged to:

- sit appropriately while eating;
- take manageable amounts of food;
- chew their food;
- eat at an appropriate pace; and
- remain seated while food is in their mouth.

Children will not be permitted to walk, run or play while eating.

4. Mealtime Environment and Seating

Children eat at tables and chairs that are appropriate for their age and size.

Mealtimes are treated as positive social occasions.

Practitioners sit at the tables with children rather than supervising from elsewhere in the room.

This enables staff to:

- closely supervise eating;
- identify potential choking difficulties quickly;
- monitor allergy risks;
- model positive eating behaviour;
- talk and interact with children;
- encourage appropriate independence; and
- respond immediately should a child require assistance.

Adults may eat alongside children provided they follow the same food-safety, allergy and mealtime expectations.

5. Staffing and Paediatric First Aid

There will normally be at least two members of staff supervising the main lunchtime period.

At least one practitioner in the room while children are eating will hold a current full-course Paediatric First Aid qualification that meets the requirements of the EYFS.

Nature Nursery will organise staff deployment so that appropriate supervision continues throughout the meal.

All practitioners will know how to summon immediate assistance in an emergency.

Staff will maintain their knowledge of choking first aid through appropriate Paediatric First Aid training.

6. Children Finishing at Different Times

Children will not be rushed to finish their food.

When the majority of children have finished eating, one practitioner may support those children to wash their hands and prepare to access the garden or next activity.

At least one appropriate practitioner will remain with and actively supervise any children who are still eating.

Children who are still eating will remain seated and supervised until they have finished.

Once all children have finished and left the eating area, tables and the surrounding environment will be appropriately cleaned.

7. Food Sharing

Children will not share or swap food from their lunchboxes.

This reduces the risk associated with:

- allergies;
- intolerances;
- dietary requirements;
- choking;
- unknown ingredients; and
- cross-contamination.

Staff will positively explain this rule to children in an age-appropriate way.

8. Allergies and Dietary Requirements

Nature Nursery takes food allergies and intolerances seriously.

Parents/carers must provide accurate and current information about any known:

- food allergy;
- intolerance;
- medical dietary requirement;
- previous allergic reaction; and
- prescribed emergency medication.

This information will be recorded within the child's nursery records.

Relevant medical and allergy information will be made clearly available to practitioners who need it, including within or near the eating area, while ensuring that information is handled appropriately and confidentially.

Staff will familiarise themselves with the allergy and medical needs of children in their care.

For every meal and snack, the Manager or delegated lead identifies a named member of staff who checks that food provided to each child is consistent with the child's current allergy, intolerance and dietary information before it is eaten. This named check complements, and does not replace, the responsibility of all practitioners to remain alert to food safety and cross-contamination.

Parents/carers must inform Nature Nursery promptly of any change to their child's allergy, dietary or medical needs.

9. Nature Nursery's Visual Allergy Identification System

Nature Nursery uses an additional visual identification system to support practitioners during the nursery day.

Children's water bottles are individually labelled with their photograph.

Children without an identified allergy normally have a green bottle lid.

Children with an identified allergy have an orange bottle lid, together with a clear label identifying the relevant allergy.

This system acts as an additional visual reminder for practitioners.

It does not replace the child's medical information, individual healthcare/allergy plan, parental information or staff knowledge of the child's needs.

The orange-lid/photo-label system is a secondary visual prompt only. The controlling record is the child's current allergy/healthcare information, which records the allergen or trigger, likely symptoms, required action, emergency medication and its location, and any individual risk-control measures.

Staff remain responsible for checking and following each child's recorded medical and allergy information.

10. Preventing Cross-Contamination

Where a child has a food allergy, staff will consider appropriate seating and supervision arrangements to reduce the risk of accidental exposure or cross-contamination.

Measures may include:

- appropriate positioning of the child;
- increased practitioner supervision;
- ensuring children do not share food;
- cleaning eating surfaces;
- handwashing;
- checking ingredients where food is supplied by Nature Nursery;
- ensuring relevant staff understand the child's allergy; and
- following the child's individual allergy or healthcare plan.

Nature Nursery is allergy aware rather than automatically operating as a completely allergen-free setting.

Where an individual child's allergy presents a significant risk, including where exposure without eating the allergen could cause a serious reaction, Nature Nursery will carry out an individual risk assessment and introduce additional restrictions where necessary.

This may include prohibiting a particular food or allergen from being brought into the setting.

Parents/carers will be informed clearly where such restrictions are introduced.

11. Emergency Allergy Medication

Where a child has prescribed emergency medication, such as an adrenaline auto-injector, this will be stored appropriately and in accordance with the child's healthcare plan and medication instructions.

Emergency medication will be securely stored but readily and immediately accessible to practitioners when required.

It will not be stored in a location that would cause unnecessary delay during an emergency.

Staff responsible for the child will know:

- where the medication is located;
- what symptoms may indicate an allergic reaction;
- what the child's individual plan requires;
- how to obtain immediate assistance; and
- when emergency services should be contacted.

Medication expiry dates and individual arrangements will be monitored in accordance with Nature Nursery's Medication Policy.

12. Drinking Water

Fresh drinking water is available throughout the nursery day.

Children have their own clearly labelled water bottles.

Bottles are filled with filtered drinking water at the beginning of the day and replenished as required.

Children are supported to access drinking water throughout the session.

Nature Nursery provides water as the normal drink during the nursery day.

Squash and other sweetened drinks are not routinely provided.

13. Birthday Celebrations and Food Brought for the Group

Nature Nursery recognises that birthdays and celebrations are important to children and families.

Where a family wishes to provide a birthday cake for children to take home, it must be a commercially packaged product with the original ingredient and allergen information available for staff to check.

Alternatively, Nature Nursery may provide an appropriate celebration cake.

Before any food is distributed, staff will consider the known allergies and dietary requirements of all relevant children.

An appropriate alternative will be arranged where necessary.

Birthday cake will normally be distributed for children to take home at the end of the nursery day, allowing parents/carers to make the final decision about whether their child consumes it.

Food containing an ingredient that presents an identified risk to a child will be managed in accordance with that child's allergy arrangements and risk assessment.

14. Hand Hygiene and Cleaning

Children will be supported to wash their hands appropriately before and after eating.

Staff will follow appropriate hand-hygiene practices.

Eating surfaces will be maintained appropriately and the room will be cleaned following mealtimes.

Where an allergy requires additional cleaning arrangements, these will be included within the child's individual risk-management procedures.

15. Staff Food and Drinks

Practitioners may eat alongside children where appropriate.

Staff food must comply with any allergy restrictions in place within the setting.

Staff will model safe and positive eating behaviour.

Staff drinking water may be kept appropriately within the room.

Hot drinks will be managed in accordance with Nature Nursery's Health and Safety procedures and must never create a burn or scald risk to children.

16. Children With Additional Eating Needs

Nature Nursery recognises that some children may require additional support with eating because of:

- SEND;
- developmental delay;
- oral-motor difficulties;
- sensory differences;
- medical conditions;
- swallowing difficulties;
- allergies; or
- other individual needs.

Where necessary, Nature Nursery will work with parents/carers and relevant professionals to develop appropriate arrangements.

Any professional advice concerning food texture, positioning, supervision or eating will be followed and incorporated into the child's individual plan where appropriate.

17. Weaning

Nature Nursery accepts children from the age of two and therefore does not ordinarily care for babies who are at the initial stage of weaning.

Nevertheless, practitioners recognise that children's eating abilities develop at different rates.

Food and supervision arrangements will therefore consider the individual child's developmental stage and any additional needs.

Where a child's developmental or medical needs require specific food textures, preparation or eating arrangements, these will be agreed with parents/carers and relevant professionals as appropriate.

18. Responding to Choking

If a child appears to be choking, staff will respond immediately.

A Paediatric First Aid trained practitioner will provide appropriate first aid in accordance with their training.

Emergency services will be contacted where required.

Following a significant choking incident:

- the child will continue to be monitored;
- parents/carers will be informed;
- appropriate accident/incident documentation will be completed;
- medical advice or emergency treatment will be sought where required; and
- the circumstances surrounding the incident will be reviewed.

The Manager will consider whether the incident identifies a need to change food preparation, supervision, risk assessment, parent information or staff practice.

19. Responding to an Allergic Reaction

Any suspected allergic reaction will be taken seriously.

Staff will follow the child's individual healthcare/allergy plan where one is in place.

Prescribed emergency medication will be administered by an appropriate practitioner in accordance with the child's plan and Nature Nursery's medication procedures.

Emergency services will be contacted where required.

Parents/carers will be informed.

Following a significant allergic reaction, Nature Nursery will review the circumstances and consider whether further measures are required to prevent recurrence.

20. Staff Responsibilities

All practitioners are responsible for implementing this policy.

The Manager will ensure that:

- staff understand safer-eating and choking-prevention procedures;
- appropriate Paediatric First Aid cover is maintained;
- allergy information is current and accessible to relevant staff;
- emergency medication arrangements are appropriate;
- new staff, students and volunteers receive relevant information during induction;
- parents receive appropriate information about packed lunches and food safety;
- significant choking or allergy incidents are reviewed;
- changes to EYFS requirements and government guidance are communicated to staff; and
- this policy is reviewed regularly.

Staff must immediately raise concerns about a child's eating, swallowing, allergy, medical needs or the safety of food provided with the Manager.

21. Working With Parents and Carers

Nature Nursery considers partnership with parents and carers essential to safer eating.

Parents/carers are asked to:

- provide accurate allergy and medical information;
- inform us promptly of changes;
- provide appropriate packed lunches and snacks;
- prepare food in an age-appropriate way;
- follow any allergen restrictions introduced by Nature Nursery;
- ensure emergency medication supplied to nursery is in date; and
- discuss any eating, swallowing or dietary concern with us.

Where staff identify recurring concerns about food supplied from home, these will be discussed sensitively with the family.

22. Relevant Policies and Guidance

This policy should be read alongside Nature Nursery's:

- Safeguarding and Child Protection Policy;
- Health and Safety Policy;
- Paediatric First Aid Policy;
- Medication Policy;
- Allergy/Individual Healthcare arrangements;
- Nutrition and Healthy Eating Policy;
- SEND Policy;
- Risk Assessment procedures;
- Accident and Incident procedures; and
- Infection Prevention and Control procedures.

Nature Nursery will have regard to the current Early Years Foundation Stage statutory framework and relevant Department for Education safer-eating, food-safety and nutrition guidance.

Policy Monitoring

This policy will be reviewed annually and whenever:

- EYFS requirements change;
- relevant government guidance changes;
- a significant choking or allergy incident occurs;
- a child's individual medical needs require a change to setting-wide practice; or
- Nature Nursery significantly changes its food or mealtime arrangements.

Policy adopted	
Signed (Manager/Provider)	
Date	
Staff informed/briefed	
Next review	August 2027

NATURE NURSERY

[Logo]

Medicines, Illness & Infection Prevention Policy

Policy #13 | Group-based preschool (children aged 2+)

Effective from	1 September 2026
Review date	August 2027, or sooner if guidance/practice changes
Responsible person	Owner / Manager
Applies to	All staff, students, volunteers and children attending Nature Nursery

1. Purpose

Nature Nursery promotes the good health, including oral health, of every child. This policy explains how we respond when a child is ill or infectious, reduce the spread of infection, and safely manage prescribed and non-prescribed medicines.

It should be read alongside the Safeguarding & Child Protection; Safer Eating, Choking, Allergies & Mealtimes; Intimate Care, Nappy Changing & Toileting; Attendance & Absence; and Accident/First Aid procedures.

2. Our principles

- Children's safety, comfort, dignity and individual medical needs come first.
- Parents/carers must provide accurate, current information about health conditions, allergies and medicines.
- Medicine is administered only where the required written permission is in place and the setting can do so safely.
- A written record is made each time medicine is administered and parents/carers are informed the same day, or as soon as reasonably practicable.
- Staff do not diagnose illness. Where there is uncertainty or a child's condition causes concern, appropriate medical advice is sought.
- Infection-control decisions follow current UK Health Security Agency (UKHSA) health-protection guidance rather than outdated nursery exclusion lists.

3. Health and medical information

At registration and whenever circumstances change, parents/carers must tell Nature Nursery about medical conditions, allergies, ongoing treatment, prescribed medicines and any health professional advice relevant to the child's care.

Where a child has a significant or long-term medical need, the Manager will agree an individual healthcare/medical plan with the parent/carer and, where appropriate, relevant health professionals. Plans identify symptoms, triggers, medication, emergency action, storage arrangements and staff training required.

Information is shared only with staff who need it to keep the child safe, in line with safeguarding and data-protection requirements.

4. Medicines

4.1 Permission and acceptance

- Written parental/carer permission must be obtained for the particular medicine before it is administered, except where emergency treatment is lawfully required to protect life.
- Prescription medicine will only be administered when prescribed for that child by an authorised prescriber such as a doctor, dentist, nurse or pharmacist.
- Medicine containing aspirin will only be administered if prescribed by a doctor.
- Non-prescription medicine will only be accepted where there is a clear need, written permission and sufficient information for safe administration. Nature Nursery will not routinely give medicine simply to enable an unwell child to attend.
- Medicine must be supplied in its original packaging/container, clearly labelled and within its expiry date. Prescription labels must match the child.

4.2 Information required

Before administration, staff must be able to identify the child, medicine, dose, route, timing/frequency, reason for use, expiry date and any special instructions. If instructions are unclear, inconsistent, illegible or the medicine appears unsuitable, it will not be administered until clarified.

4.3 Storage and access

Medicines are stored safely, securely and in accordance with the manufacturer/pharmacy instructions, while remaining accessible to authorised staff when required. Emergency medicines must be quickly accessible to staff but inaccessible to children. Refrigerated medicine is stored hygienically and securely at the required temperature.

Parents/carers are responsible for collecting medicines when no longer required. Expired or discontinued medicines are returned to the parent/carer for safe disposal unless another lawful arrangement applies.

4.4 Administration and recording

An appropriately competent member of staff administers medicine. Nature Nursery's normal safe practice is for a second member of staff to check/witness administration where staffing permits, particularly for prescribed or emergency medication; however, the statutory safeguard is accurate administration, written permission and a written record.

- Check the correct child, medicine, dose, time, route, instructions and expiry date.
- Wash hands and use hygienic technique appropriate to the medicine.

- Never force a child to take medicine. If a dose is refused, spat out, vomited or cannot be given, record this and inform the parent/carer; seek medical advice where necessary.
- Immediately record the date, time, medicine, dose, route, person administering and any relevant observation.
- Inform the parent/carer on the same day, or as soon as reasonably practicable.
- Any error or suspected error is acted on immediately: protect the child, seek medical/pharmacy/111/999 advice as appropriate, inform the parent/carer and Manager, and make a factual incident record.

4.5 Staff training

Where administration requires medical or technical knowledge, staff must receive suitable training before undertaking the procedure. Competency is refreshed when required by the child's plan, health professional advice or changes in treatment.

5. Emergency medication and medical emergencies

Emergency medicines such as adrenaline auto-injectors, inhalers or prescribed rescue medication must be readily available to trained/competent staff in accordance with the child's plan. They must not be locked away in a way that prevents timely access.

If a child has a severe reaction, breathing difficulty, loss of consciousness, seizure requiring emergency action, or another life-threatening presentation, staff follow the child's plan where available and call 999. Parents/carers are contacted as soon as possible. A child needing emergency hospital treatment is accompanied by a responsible adult until the parent/carer takes over, subject to emergency-service instructions.

6. If a child becomes unwell at Nature Nursery

- The child is comforted and closely supervised in a suitable area while remaining appropriately included and safeguarded.
- The child's temperature and symptoms may be monitored using appropriate equipment and observations, but staff do not make a medical diagnosis.
- Parents/carers are contacted where the child is too unwell to participate comfortably, has a high temperature or significant symptoms, requires collection under current health-protection guidance, or staff are otherwise concerned.
- If urgent medical attention is required, staff call 999 or seek NHS advice as appropriate and do not wait for a parent/carer to arrive before obtaining necessary emergency help.
- Where collection is required, the child remains supervised until collected by an authorised adult.

Children with mild respiratory symptoms who are otherwise well and do not have a high temperature will not automatically be excluded; current UKHSA guidance will be followed.

7. Infection prevention and control

Nature Nursery uses proportionate infection-prevention measures to reduce transmission while recognising the importance of children attending early education when well enough to do so.

- Good handwashing is taught, modelled and supported, particularly after toileting/nappy changing, before eating and after contact with bodily fluids.
- Staff use appropriate personal protective equipment (PPE) when there is a risk of contact with blood, vomit, urine, faeces or other bodily fluids.
- Frequently touched surfaces, toys and equipment are cleaned appropriately, with additional cleaning where infection risk requires it.
- Spillages of blood or bodily fluids are dealt with promptly and hygienically using appropriate cleaning/disinfection procedures.
- Food hygiene, nappy-changing hygiene and safe waste disposal procedures are followed.
- Rooms are ventilated appropriately and staff encourage respiratory hygiene.
- Children and staff are not unnecessarily excluded where public-health guidance says exclusion is not required.

8. Exclusion from the setting

Nature Nursery follows the current UKHSA public-health exclusion guidance and any case-specific advice from health professionals or the local Health Protection Team. Because national advice changes, this policy does not reproduce a fixed disease table.

As a key example, diarrhoea and vomiting normally require exclusion until 48 hours (2 days) after symptoms have stopped. Other infections have different or no exclusion periods, so current guidance is checked when needed.

A parent/carer may be asked to collect a child even where a named infection has no formal exclusion period if the child is significantly unwell and cannot comfortably take part in the nursery day.

9. Outbreaks and notifiable/infectious disease concerns

Where two or more linked cases, unusual levels of illness, serious infection or another potential outbreak occur, the Manager will review current UKHSA guidance and contact the local Health Protection Team where indicated. Advice about exclusion, cleaning, communications and other control measures will be followed.

Parents/carers will be informed of relevant infection risks when appropriate, without identifying another child or family. Confidentiality is maintained unless information sharing is required for safeguarding, public health or another lawful purpose.

10. Allergies and anaphylaxis

Allergy prevention, safer eating, food checking, cross-contamination controls and mealtime supervision are set out in Nature Nursery's Safer Eating, Choking, Allergies & Mealtimes Policy. Individual allergy information and emergency action plans must be current and accessible to the staff who need them.

Where prescribed emergency allergy medication is held, staff follow the child's plan and their training. A suspected anaphylactic reaction is treated as a medical emergency and 999 is called.

Emergency allergy medication is kept inaccessible to children but immediately accessible to staff. The Manager checks that supplied emergency medication remains in date and that the recorded storage location matches the child's current allergy/healthcare plan.

11. Sunscreen, creams and similar products

Products such as sunscreen, prescribed creams or barrier creams are managed according to their purpose, the manufacturer's directions, parental permissions and the child's individual needs. Medicinal creams are recorded as medication where appropriate. Staff maintain dignity and hygiene when applying products.

12. Safeguarding considerations

Illness, injury, repeated unexplained symptoms, unusual medication arrangements or a pattern of missed healthcare may sometimes raise safeguarding concerns. Staff must record and report concerns promptly under the Safeguarding & Child Protection Policy and must not investigate themselves.

Where a health presentation may indicate immediate danger or serious harm, safeguarding action and emergency medical action take priority.

13. Records and confidentiality

- Written parental permissions and medication records are retained securely in accordance with Nature Nursery's record-retention and data-protection arrangements.
- Medical information is kept accurate and updated when parents/carers notify the setting of changes.
- Staff only access or share medical information where needed for the child's care, safety, safeguarding or another lawful purpose.
- Records of accidents, incidents and emergency treatment are completed under the relevant Nature Nursery procedure.

14. Responsibilities

Owner/Manager: ensures this policy is implemented, staff are competent, health information is current, medicines are safely managed, and public-health advice is sought where necessary.

Staff: follow permissions, plans, hygiene procedures and recording requirements; report concerns or errors immediately; and never administer medication they are not competent or authorised to give.

Parents/carers: provide accurate information, written permissions, in-date medication and prompt updates about changes in health, treatment or infectious illness.

Where food poisoning is suspected or confirmed and affects two or more children cared for on the premises, the Manager will notify Ofsted as soon as reasonably practicable and in any event within 14 days, and will follow current public-health advice.

15. Current guidance used

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, effective 1 September 2026.
- UK Health Security Agency: Health protection in children and young people's settings, including education; updated July 2026.
- UKHSA: Public health exclusion periods in children and young people's settings; updated July 2026.
- Relevant NHS, prescriber, pharmacist and local Health Protection Team advice where child-specific or outbreak advice is required.

STAFF QUICK GUIDE: Medicine & Illness

Situation	What to do
Child becomes unwell	Comfort and supervise; assess urgency; contact parent/carer when collection is needed; call 999 for an emergency.
Medicine due	Check written permission + correct child/medicine/dose/time/route/expiry. Administer only if competent. Record immediately and tell parent/carer.
Child refuses/vomits dose	Do not repeat or force unless clear professional instructions say otherwise. Record, tell parent/carer and seek advice if needed.
Medication error	Protect child first; seek urgent medical/pharmacy/111/999 advice as appropriate; tell Manager and parent/carer; record factually.
Diarrhoea/vomiting	Follow current UKHSA guidance; normally exclude until 48 hours after symptoms stop.
Possible outbreak/serious infection	Tell Manager. Check current UKHSA guidance and contact Health Protection Team where indicated.
Safeguarding concern	Record and report immediately under the Safeguarding & Child Protection Policy; do not investigate.

Medicine Administration Record

Child's name / DOB	
Medicine / strength	
Reason / condition	
Dose / route / frequency	
Prescription instructions / expiry	
Storage requirements	
Parent/carer written permission obtained	Yes / No Date: _____
Special instructions / healthcare plan	

Date	Time	Dose	Route	Given by	Witness/check	Outcome/notes	Parent informed
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Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

[Logo]

First Aid, Accidents, Incidents & Emergency Medical Response Policy

Policy #26 | Prompt first aid, clear records, parent notification and escalation

Effective from	1 September 2026
Review date	August 2027, or sooner after a serious incident or change in guidance
Responsible person	Owner / Manager
Applies to	All staff, children, visitors and nursery activities including outings

1. Purpose

Nature Nursery aims to prevent avoidable injury while ensuring that children receive prompt, competent first aid and emergency help when accidents, injuries or sudden illness occur. Children’s immediate safety and medical needs take priority over paperwork.

This policy brings together and updates the nursery's previous first-aid and accident/incident arrangements and should be read with the Medicines, Illness & Infection Prevention Policy, Health, Safety & Risk Assessment Policy, Safer Eating Policy and Safeguarding & Child Protection Policy.

2. Paediatric first aid cover

At least one person with a current full paediatric first aid (PFA) certificate, meeting the EYFS Annex A criteria, must be on the premises and available at all times when children are present. A current full-PFA holder must accompany children on outings.

Nature Nursery plans staffing so first-aid cover remains practical and immediate, taking account of the number of children, staff deployment and layout of the premises.

While children are eating, there must always be a member of staff in the room who holds a current full PFA certificate.

3. Training and renewal

PFA training is renewed every three years. The Manager checks expiry dates and arranges renewal in sufficient time to maintain continuous cover.

Staff whose qualification/ratio status requires PFA must meet the current EYFS requirements before being counted at the relevant qualification level. Nature Nursery may train more staff than the statutory minimum to strengthen emergency response.

Refresher practice between formal courses may be used to maintain confidence in CPR, choking and other emergency skills.

4. First-aid equipment

Appropriate first-aid supplies are readily accessible to adults while kept safely out of children's unsupervised reach. The contents are checked regularly and after use; expired or depleted items are replaced.

A suitable portable first-aid kit accompanies outings. Staff know where first-aid equipment and children's emergency medication are kept.

First-aid kits do not contain medication for general use unless this forms part of an individual child's authorised medication arrangements.

5. Immediate response to an accident or sudden illness

The practitioner first makes the situation safe, assesses the child and summons a PFA-trained colleague or emergency help as needed. The child is reassured and kept under appropriate observation.

Staff provide first aid within their training and competence. They do not delay calling 999 because a parent has not yet been reached.

Another practitioner supervises the remaining children so the injured/unwell child can receive focused care without compromising the group's safety.

6. Calling 999

Staff call 999 for a life-threatening or potentially serious emergency, including where a child is not breathing normally, is unconscious/unresponsive, has a severe breathing difficulty, severe allergic reaction, serious uncontrolled bleeding, suspected serious head/neck injury, prolonged seizure, serious burn or other presentation requiring urgent emergency assessment.

The caller follows emergency-service instructions. A staff member meets the ambulance where practical and ensures access to the child.

If there is uncertainty about the seriousness of a child's condition, staff should seek urgent professional advice rather than minimise risk.

7. Parent/carer contact in an emergency

Parents/carers are contacted as soon as practicable after immediate emergency action has begun. If the first parent/carer cannot be reached, emergency contacts are tried according to nursery records.

Emergency treatment is not withheld while waiting for parental contact where delay could place the child at risk.

8. Accompanying a child to hospital

Where emergency services advise transport to hospital before a parent/carer arrives, an appropriate nursery practitioner may accompany the child where staffing and circumstances allow, while another staff member continues attempts to contact the family.

The accompanying practitioner takes relevant emergency information/medication where safe and practical. Staffing for the remaining children must remain safe.

The nursery practitioner does not sign consent for treatment outside their legal authority; clinical teams act according to applicable emergency and consent law.

9. Recording accidents, injuries and first aid

Nature Nursery keeps a written record of accidents or injuries and first-aid treatment. Records are completed promptly and factually and include enough information to understand what happened and what action was taken.

The record normally includes the child's name, date/time/location, circumstances, injury or symptoms observed, first aid/treatment, practitioner dealing with the incident, what happened afterwards and parent/carer notification.

Records avoid blame or speculation. Where an account is uncertain, the record distinguishes observed fact from information reported by another person.

10. Informing parents/carers

Parents/carers are informed of any accident or injury sustained by their child and of any first-aid treatment given on the same day, or as soon as reasonably practicable.

For more significant incidents, the nursery contacts the parent/carer promptly rather than waiting until collection. Minor incidents are still recorded and communicated in accordance with nursery procedure.

11. Head injuries

Any blow to the head is taken seriously. Staff assess the child, provide appropriate first aid and observe for concerning symptoms. Parents/carers are informed and given clear information about the incident and any signs that require urgent medical attention.

Emergency help is sought for red-flag symptoms or where the mechanism/injury causes concern. Staff do not assume a child is safe simply because they initially appear well.

12. Choking

All staff working around mealtimes must understand choking prevention and know how to summon immediate help. A full-PFA holder is in the room whenever children are eating.

If a child chokes, trained staff respond immediately using current PFA techniques and call 999 where required. Parents/carers are informed and the event is recorded. The nursery reviews the food, preparation, supervision and circumstances afterwards.

Choking prevention is addressed in detail in the Safer Eating, Choking, Allergies & Mealtimes Policy.

13. Anaphylaxis and severe allergic reactions

Staff follow the child's individual allergy/emergency plan and authorised medication arrangements. Emergency medication is readily accessible to staff, not locked away in a manner that would cause dangerous delay.

The child's current allergy/emergency plan identifies the relevant trigger or allergen, symptoms, action to take, emergency medication and its location. Medication must be inaccessible to children but immediately accessible to staff, and expiry dates are monitored.

Suspected anaphylaxis is treated as a medical emergency. Staff administer authorised adrenaline auto-injector medication in accordance with training/plan and call 999.

The child is not left alone and parents/carers are contacted after emergency action is underway.

14. Seizures

Staff protect the child from injury, time the seizure where possible and follow the child's individual healthcare/emergency plan if one exists. Nothing is placed in the child's mouth.

Emergency services are called according to the child's plan, PFA training and the seriousness/duration of the seizure, including first or prolonged seizures or breathing/recovery concerns.

15. Bleeding, burns and suspected fractures

Staff provide first aid within their training, use appropriate protective equipment and seek urgent medical help where indicated. Suspected fractures or serious neck/spinal injuries are managed cautiously and unnecessary movement is avoided.

Serious burns, uncontrolled bleeding and other significant injuries require urgent escalation.

16. Bites, scratches and injuries caused by another child

The injured child receives first aid and reassurance. The incident is recorded and their parent/carer is informed.

Confidentiality is maintained: families are given information relevant to their own child but are not routinely told the identity or confidential details of another child involved.

Repeated or significant incidents are reviewed under the Positive Behaviour, Relationships & Emotional Wellbeing Policy and, where appropriate, SEND or safeguarding procedures.

17. Existing injuries noticed on arrival

Where staff notice an injury that occurred outside nursery, they may ask the parent/carer for a brief factual explanation and record relevant information where this supports the child's welfare or safeguarding.

An explanation that is absent, inconsistent, concerning, or forms part of a wider pattern is discussed promptly with the DSL. Staff do not investigate the cause themselves.

18. Safeguarding

Accidents and safeguarding can overlap. Staff remain professionally curious where the nature, location, frequency or explanation of an injury raises concern.

Safeguarding action is not delayed while waiting for an accident form to be signed. The Safeguarding & Child Protection Policy takes priority where abuse or neglect may be indicated.

19. Serious accidents, illness, injury or death – external notification

The Owner/Manager determines whether an incident meets statutory notification or reporting thresholds. Registered providers must notify Ofsted of any serious accident, illness or injury to, or death of, a child while in their care and the action taken, as soon as reasonably practicable and in any event within 14 days.

The nursery also notifies relevant local child-protection agencies of any serious accident or injury to, or death of, a child while in its care and acts on advice received.

Where applicable, the Manager also considers RIDDOR reporting requirements and any other legal, insurance or premises reporting obligations.

20. RIDDOR and workplace incidents

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) apply only to specified work-related events. Not every nursery accident is RIDDOR-reportable.

The Owner/Manager assesses reportability using current HSE guidance and makes any required report within the applicable timescale. Staff provide the factual information needed for this assessment.

21. Near misses and hazards

Near misses and hazards that could have caused harm are reported to the Manager even where no child was injured. This allows action before a similar event results in injury.

The Manager considers whether equipment, layout, staffing, supervision, routines or the risk assessment should change.

22. Accident and incident review

The Manager reviews accident/incident records for patterns, repeated locations, recurring types of injury or emerging risks. Significant incidents trigger an individual review rather than waiting for the next scheduled policy review.

Learning is shared with staff proportionately, while maintaining confidentiality.

23. First aid on outings

A current full-PFA holder accompanies every outing. Staff take a suitable first-aid kit, nursery phone, relevant emergency medication and children's emergency contact information in a secure and accessible form.

Emergency arrangements form part of the outing risk assessment. Staff maintain supervision of the whole group if one child requires first aid.

24. Infection prevention during first aid

Staff use appropriate hygiene and protective measures when dealing with blood or body fluids, dispose of contaminated materials safely and clean affected areas/equipment appropriately.

Exposure incidents involving blood/body fluids are reported to the Manager and professional medical advice is sought where required.

25. Visitors, staff and other adults

Nature Nursery's first-aid arrangements also take account of staff, volunteers and visitors. Workplace first-aid duties are considered through the setting's first-aid needs assessment.

Accidents involving adults are recorded and assessed for RIDDOR or other reporting requirements where applicable.

26. First-aid needs assessment

The Owner/Manager periodically reviews first-aid needs, considering the children's ages and medical needs, staffing, layout, activities, outings, accident history, access to emergency services and staff/visitor needs.

The assessment informs the number and distribution of trained staff, equipment and any additional arrangements beyond the EYFS minimum.

27. Confidentiality and record security

Accident, injury and medical information is personal data and is stored/accessed in accordance with the Records, Confidentiality & Data Protection Policy.

Where an incident involves more than one child, records are structured so one family is not given another child's confidential information.

28. Review

This policy is reviewed annually and sooner following a serious accident, emergency response, recurring incident pattern, first-aid needs assessment finding or change to EYFS/HSE/Ofsted guidance.

29. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: First aid in schools, early years and further education.
- Health and Safety Executive: First aid at work and RIDDOR guidance.
- Ofsted: current guidance on reporting serious childcare incidents.
- Nature Nursery: Medicines, Safer Eating, Health & Safety, Safeguarding, Outings and Data Protection policies.

FIRST AID & ACCIDENTS – STAFF QUICK GUIDE

- CHILD FIRST: Make safe, assess, give first aid and summon help before paperwork.
- 999: Call immediately for life-threatening or potentially serious emergencies — do not wait for a parent.
- PFA COVER: A current full-PFA holder must be on site whenever children are present and accompany outings.
- MEALTIMES: A current full-PFA holder must be in the room whenever children are eating.
- PARENTS: Tell them about every accident/injury and first-aid treatment the same day or as soon as reasonably practicable.
- RECORD: Be factual — what happened, injury/symptoms, first aid, outcome and parent notification.

- HEAD INJURY: Take seriously, observe and escalate red flags.
- SAFEGUARDING: Unusual, repeated or unexplained injuries go to the DSL promptly.
- SERIOUS INCIDENT: Tell the Manager immediately so Ofsted/local-agency/RIDDOR duties can be assessed.
- LEARN: Report near misses and hazards too.

ACCIDENT / INJURY & FIRST-AID RECORD

Child / DOB	
Date / time / location	
What happened? (factual account)	
Injury / symptoms observed	
First aid / treatment given	
Name of first aider / staff member	
What happened afterwards?	
Parent/carer contacted – when/how/by whom	
Advice given to parent/carer	
Witnesses (if relevant)	
Safeguarding concern? Action/reference	
Further medical assessment / 999 / hospital?	
External notification considered/made?	
Risk assessment / prevention action	
Manager review / signature / date	

SERIOUS INCIDENT / MANAGER NOTIFICATION CHECK

Child / incident / date	
Immediate medical action completed	
Parent/carer notified	
Safeguarding / local child-protection notification considered	
Ofsted serious incident notification required? Decision/reason	
If required: Ofsted notification date (within statutory timescale)	
RIDDOR considered? Decision/reason	
Insurance / premises notification needed?	
Evidence / records secured	
Risk assessment / procedure changes	
Manager review / learning shared / closure date	

FIRST-AID COVER & EQUIPMENT CHECK

Check date	
Full-PFA cover / certificate expiry dates reviewed	
Mealtime PFA deployment confirmed	
Outing PFA arrangements confirmed	
First-aid kit contents / expiry checked	
Portable kit checked	
Emergency medication access reviewed	
Action required / owner / completion date	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

[ADD NATURE NURSERY LOGO HERE]

NATURE NURSERY

Intimate Care, Nappy Changing & Toileting Policy

Effective from	1 September 2026
Review date	August 2027, or sooner if legislation, statutory guidance or setting practice changes
Applies to	All children attending Nature Nursery and all staff, students and volunteers involved in their care

1. Purpose and Principles

Nature Nursery is committed to providing intimate care that protects each child's dignity, privacy, health, safety and emotional wellbeing. Children are supported in a warm, respectful and unhurried way, with care adapted to their age, stage of development, communication and individual needs.

Intimate care includes nappy changing, toileting support, changing soiled or wet clothing, helping with personal hygiene and any other care that involves close personal contact. Care must never be used as a punishment, withheld as a sanction, or carried out in a way that shames or humiliates a child.

2. Statutory and Setting Context

This policy is written for Nature Nursery as a group-based early years provider in England and should be read alongside the current Early Years Foundation Stage (EYFS) statutory framework, safeguarding requirements, health and safety arrangements and infection-prevention guidance.

The EYFS requires suitable hygienic changing facilities for children in nappies and requires providers to organise premises so that children are appropriately supervised while also allowing confidential discussion and care. Nature Nursery cares for children from the age of two and recognises that toileting independence develops at different rates.

3. Partnership with Parents and Carers

- Parents and carers are asked to share relevant information about their child's toileting, nappy-changing routine, skin care, communication, medical needs and any reasonable adjustments required.
- Parents should tell the nursery promptly about changes such as constipation, diarrhoea, soreness, medication, toilet-training approaches or health-professional advice.
- Staff will work with families to support toilet learning consistently and positively. Children will not be pressured to become toilet trained before they are developmentally ready.
- Where a child has additional medical, developmental or SEND-related intimate-care needs, an individual care plan may be agreed with parents and, where appropriate, relevant professionals.

4. Respect, Consent and Communication

- Staff explain what they are going to do using language the child can understand and offer age-appropriate choices wherever possible.
- Children's verbal and non-verbal communication is respected. Staff remain sensitive to distress, embarrassment, sensory needs and cultural or family considerations.
- Children are encouraged to do as much for themselves as they can safely manage, including dressing, wiping, flushing and handwashing, while receiving the support they need.
- Care is child-focused and never secretive. Staff do not ask children to keep intimate care, touch or conversations secret.

5. Nature Nursery Changing and Toileting Arrangements

Nature Nursery operates mainly from one open room, with the toilet and nappy-changing area positioned to the side. When routine intimate care is taking place, another member of staff is normally nearby and within sight or hearing of the area. This supports safeguarding while preserving the child's dignity and privacy.

It is not necessary or appropriate for two adults to directly observe every nappy change. The adult carrying out care remains professionally accountable, follows this policy and ensures that the arrangement is open to appropriate oversight.

6. Nappy Changing Procedure

1. Prepare the changing area and required items before beginning so the child is not left unattended.
2. Explain to the child that it is time for a change and support them to move to the changing area safely.
3. Use appropriate personal protective equipment and hygienic practice according to the task and current infection-prevention guidance.
4. Clean the child carefully and respectfully. Creams or other products are used only in accordance with parental agreement and any relevant medical instructions.
5. Place soiled nappies, wipes and disposable items in the appropriate waste system. Soiled clothing is contained safely for return to the parent or carer.
6. Clean and disinfect the changing surface after use in accordance with the nursery cleaning procedure.
7. Support the child to wash and dry their hands, and the staff member washes their own hands thoroughly after care.
8. Record the change in the nursery's usual system where required, including anything unusual such as diarrhoea, blood, significant soreness, injury or other welfare concern, and inform the parent or carer as appropriate.

A child must never be left unattended on a raised changing surface or in any situation where there is a foreseeable risk of falling or injury.

7. Toileting and Toilet Learning

- Children have regular, responsive access to the toilet and are not made to wait unnecessarily.
- Staff use positive language and avoid expressing disgust about accidents, nappies, urine or faeces.
- Accidents are treated as a normal part of development. Children are reassured, changed promptly and supported without shame.
- Staff encourage effective handwashing and gradually build children's independence in personal hygiene.
- Rewards, pressure or comparisons with other children are not used in a way that could cause anxiety or embarrassment.
- Where a child is finding toilet learning difficult, staff discuss this sensitively with parents and consider whether health, communication, sensory or SEND needs may be contributing.

8. Hygiene, Infection Prevention and Illness

Changing and toileting areas are maintained in a clean and hygienic condition. Staff follow the nursery's cleaning and infection-prevention procedures and use safe arrangements for contaminated waste and laundry.

Diarrhoea, vomiting, unusual stools, persistent soreness or other signs of illness are reported to the Manager and to the child's parent or carer. The nursery's Illness, Infection Prevention & Exclusion Policy applies where a child may be infectious.

9. Skin Care, Medicines and Medical Procedures

Barrier creams, prescribed treatments and other medicines are managed in line with Nature Nursery's medicines procedures. Where intimate care requires medical or technical knowledge, only staff who have received suitable training may undertake it.

Individual healthcare or intimate-care plans are used where needed, including clear instructions, emergency arrangements and agreed information sharing.

10. Safeguarding During Intimate Care

Intimate care can create safeguarding vulnerability for both children and adults. Staff therefore maintain professional boundaries, use appropriate touch only, keep care observable at an appropriate level and report anything that causes concern.

- Any unexplained injury, mark, bleeding, significant soreness, unusual behaviour or disclosure noticed during intimate care must be recorded factually and reported immediately in accordance with the Safeguarding & Child Protection Policy.
- Staff must not photograph intimate areas of a child. If medical advice is needed, the Manager will agree an appropriate course of action with the parent/carer and relevant health professional.
- If a child says or indicates that an adult has hurt them, or staff have any concern about another adult's conduct, the matter must be treated as a safeguarding concern and not investigated informally.
- Concerns or allegations about a member of staff or other adult are managed under the Allegations Against Staff & Other Adults / LADO Policy and Whistleblowing Policy.

11. Lone Working and Exceptional Circumstances

Nature Nursery normally operates with a team present. Very occasionally the Manager may be alone with one child for a short period, for example during a late collection or while another staff member is delayed. In these circumstances the Manager keeps a phone accessible, ensures another appropriate person is aware of the situation where practicable, maintains an open and observable environment, and does not undertake a routine nappy change while lone working.

If essential intimate care cannot safely wait because of a child's health, dignity or immediate welfare, the child's needs take priority. The minimum necessary care will be provided safely and respectfully, and the circumstances and care given will be recorded and shared with the parent/carer and, where appropriate, another senior person.

12. Children with SEND, Disabilities or Additional Needs

No child will be discriminated against because they require nappies, toileting support or other intimate care. Reasonable adjustments will be made so that children can participate fully and safely in nursery life. Staff will work with the child, family, SENCO and relevant professionals where specialist advice is needed.

13. Privacy, Records and Confidentiality

Information about toileting, continence, medical needs and intimate care is treated sensitively and shared only with those who need it to care for or safeguard the child. Records are kept securely in accordance with Nature Nursery's confidentiality, data-protection and safeguarding arrangements.

Routine care information may be shared with parents through the nursery's usual communication arrangements. Safeguarding records are kept separately and managed under the Safeguarding & Child Protection Policy.

14. Staff, Students and Volunteers

Only adults authorised by Nature Nursery and considered suitable for the task may provide intimate care. Students and work-experience placements do not undertake intimate care unless the Manager has specifically assessed this as appropriate, the person's status and checks permit it, they have received suitable instruction, and the arrangements are consistent with safeguarding requirements. Visitors do not provide intimate care.

15. Related Nature Nursery Policies

- Safeguarding & Child Protection Policy 2026
- Staff Code of Conduct & Professional Boundaries Policy 2026
- Allegations Against Staff & Other Adults / LADO Policy 2026
- Whistleblowing (Speaking Up) Policy 2026
- Safer Recruitment, DBS, Staff Suitability & Probation Policy 2026
- Mobile Phones, Cameras, Smart Watches & Electronic Devices Policy 2026
- Medicines / Illness / Infection Prevention procedures
- Health & Safety and Risk Assessment procedures

16. Monitoring and Review

The Owner/Manager is responsible for ensuring this policy is understood and implemented. Practice will be monitored through day-to-day leadership, supervision, safeguarding oversight and review of any accidents, incidents, complaints or concerns. The policy will be reviewed by August 2027, or sooner if statutory guidance, local procedures or Nature Nursery practice changes.

QUICK PRACTICE GUIDE - INTIMATE CARE

DO	DO NOT
Explain what you are doing and respect the child's cues.	Shame, rush or punish a child for nappies or accidents.
Prepare everything first and maintain safe supervision.	Leave a child unattended on a changing surface.
Use hygienic practice, clean the area and wash hands.	Use personal phones/cameras or photograph intimate areas.
Encourage independence while giving the help the child needs.	Force toilet training or compare children.
Record/report unusual marks, bleeding, soreness, disclosures or concerns.	Investigate a safeguarding concern yourself.
Keep routine care open to appropriate oversight while protecting dignity.	Create secretive or unnecessarily isolated care arrangements.

Staff acknowledgement

I confirm that I have read and understood this policy and know how to raise a safeguarding, health or practice concern relating to intimate care.

Staff member name	
Signature	
Date	
Manager signature	
Next review	August 2027

NATURE NURSERY

[Logo]

Health, Safety & Risk Assessment Policy

Policy #16 | Group-based preschool (children aged 2+)

Effective from	1 September 2026
Review date	August 2027, or sooner following significant change, incident or new guidance
Responsible person	Owner / Manager
Applies to	All staff, students, volunteers, visitors and activities undertaken by Nature Nursery

1. Purpose and commitment

Nature Nursery is committed to providing a safe, secure and welcoming environment in which children can explore, learn, take appropriate developmental risks and build independence. Health and safety is managed sensibly and proportionately: the aim is to prevent significant harm without removing the everyday challenge and exploration that are important to young children's development.

This policy brings together Nature Nursery's general health and safety, premises security and risk-assessment arrangements. More detailed procedures sit within related policies, including Safeguarding & Child Protection; Safer Eating; Safer Sleep; Medicines, Illness & Infection Prevention; Intimate Care; Missing & Uncollected Children; Mobile Devices; Fire & Emergency; and Outings & Visits.

2. Statutory framework

The Early Years Foundation Stage (EYFS) requires providers to take all reasonable steps to ensure staff and children are not exposed to risks and to be able to demonstrate how risks are managed. Providers decide where written risk assessments are helpful. Assessments should identify what needs regular checking, when and by whom, and how risks will be removed or minimised.

Nature Nursery also follows applicable health and safety law and relevant Health and Safety Executive (HSE) guidance. Where five or more employees are employed, significant findings of health and safety risk assessments are recorded as required by health and safety law.

3. Responsibilities

The Owner/Manager has overall responsibility for implementing this policy, maintaining safe systems, ensuring appropriate risk assessments and checks are completed, responding to hazards, arranging necessary maintenance/training and reviewing incidents.

Every member of staff has a responsibility to take reasonable care of themselves and others, follow agreed procedures, use equipment safely, maintain effective supervision and report hazards, defects, incidents and near misses promptly.

Students and volunteers follow staff direction and must immediately report anything they believe could place a child or adult at risk.

4. Sensible risk assessment

Risk assessment is part of everyday professional practice. It may be formal and written, or dynamic and carried out in the moment, depending on the nature and significance of the risk.

Nature Nursery's approach is to:

- identify hazards and who could be harmed;
- consider the likelihood and potential seriousness of harm;
- recognise controls already in place;

- decide what further proportionate action is required;
- identify who will take action and by when;
- communicate controls to staff who need to know them; and
- review assessments after significant change, an incident/near miss, new information or where existing controls appear ineffective.

Risk assessments consider the needs of individual children where relevant, including age, development, SEND, medical conditions, allergies, mobility, behaviour and communication needs. Individualised controls should support inclusion rather than unnecessarily restricting participation.

5. Daily and routine safety checks

Staff remain alert to hazards throughout the day rather than relying only on a written opening checklist. Routine checks cover, as appropriate:

- entrances, exits, doors, gates and security arrangements;
- floors, trip hazards, broken items, sharp edges and unstable furniture;
- indoor and outdoor play equipment and resources;
- toileting/changing and handwashing areas;
- garden/outdoor surfaces, plants, water, weather-related hazards and foreign objects;
- food/eating areas and allergy controls;
- sleep/rest equipment where used;
- electrical equipment, sockets, leads and charging arrangements;
- hazardous substances, medicines, cleaning products and staff belongings;
- temperature, ventilation, lighting and general hygiene; and
- fire exits and escape routes, which must remain usable.

A hazard that can be safely removed is dealt with promptly. Where it cannot be immediately removed, the affected area/equipment is taken out of use or access is controlled until the risk is made safe.

6. Premises and equipment

Premises and equipment must be fit for purpose, suitable for the children attending and maintained in a condition that supports safe use. Furniture and resources are selected and positioned with children's age, size, development and intended use in mind.

Necessary servicing, inspection, testing and maintenance are arranged at appropriate intervals for the premises and equipment concerned. Defective equipment is clearly taken out of use until repaired or disposed of safely.

Children are supported to use tools, natural materials and challenging play experiences safely where these are developmentally appropriate and adequately supervised.

7. Security, access and visitors

- Children must not leave the premises unsupervised.
- Children are released only to individuals of whom the parent/carer has explicitly notified Nature Nursery, subject to the setting's collection arrangements.
- Reasonable steps are taken to prevent unauthorised entry.
- Visitors and contractors are identified and their access is managed according to the purpose of their visit and safeguarding risk.
- Visitors are not given unsupervised access to children unless all relevant suitability requirements and arrangements are satisfied.
- Staff remain alert to tailgating, unsecured doors/gates and unfamiliar adults and challenge or report concerns appropriately.

There is provision for confidential discussion with parents/carers and for staff to take breaks away from areas being used by children, in accordance with the EYFS and the setting's available premises.

8. Supervision and deployment

Effective supervision is one of Nature Nursery's most important safety controls. Staff are deployed so that children are appropriately supervised according to their age, needs, activity, environment and level of risk. Statutory staff:child ratios and qualification requirements are maintained.

Staff communicate when moving between areas, changing duties or managing an incident so that supervision is not unintentionally reduced. Headcounts may be used where helpful, particularly during transitions and outings.

9. Indoor and outdoor play

Children benefit from active, exploratory play and are not prevented from taking reasonable developmental risks merely because minor bumps or mess are possible. Staff intervene where there is a realistic risk of significant harm and teach children, at an age-appropriate level, how to recognise and manage everyday risks.

Outdoor provision is checked for hazards before and during use. Weather conditions are considered, including heat, cold, sun, ice, wind and water/slip risks. Clothing, hydration, shade and duration of outdoor activity are adjusted appropriately.

10. Hazardous substances and cleaning products

Cleaning chemicals and other hazardous substances are stored securely and out of children's reach, used in accordance with manufacturer instructions and never transferred into misleading food/drink containers. Relevant COSHH assessments and safety information are maintained where required.

Staff use appropriate protective equipment when indicated and ensure cleaning products are not left accessible during or after use.

11. Electrical, hot and sharp items

Electrical equipment is used and maintained safely. Damaged plugs, cables or appliances are taken out of use. Hot drinks, kettles and other burn/scald hazards are kept away from children and managed so that they cannot be knocked or pulled onto a child.

Sharp tools and potentially hazardous equipment are stored securely. Where children use age-appropriate tools as part of learning, staff assess the activity and provide suitable instruction and supervision.

12. Manual handling and staff safety

Staff use safe working practices when lifting, moving equipment or assisting children. Where a task presents a significant manual-handling risk, it is assessed and adjusted. Staff report work-related injuries and health concerns that could affect safe practice.

Risk assessments are reviewed for pregnant workers, new mothers, young workers and staff with relevant health needs where required by law or circumstances.

13. Accidents, incidents and near misses

Accidents and significant incidents are responded to promptly, recorded accurately and communicated to parents/carers as required. First aid is provided by appropriately trained staff and emergency services are contacted where necessary.

Near misses and recurring minor incidents are also valuable safety information. The Manager reviews patterns and takes action where they suggest an environmental, supervision, equipment or procedural issue.

The setting follows applicable EYFS/Ofsted notification requirements and RIDDOR reporting requirements where the circumstances meet the relevant threshold.

14. Animals and banned dog breeds

Any contact with animals is risk assessed with regard to hygiene, allergies, infection, bites/scratches, supervision and the animal's welfare and temperament.

From 1 September 2026, registered childcare must not be provided from premises where a banned dog breed is kept or present. Nature Nursery will not permit a banned dog breed onto premises while registered childcare is being provided. If staff become aware that a banned dog may be present, children will be kept safe and the Manager will take immediate action to ensure the statutory restriction is met.

15. Smoking, vaping, alcohol, medication and substances

Smoking and vaping are not permitted in or around areas used by Nature Nursery children. Staff must not work while impaired by alcohol, illegal drugs, misused medication or any substance that affects their ability to care for children safely.

Staff medication is stored securely and out of reach of children. Staff must tell the Manager if a medication or health condition may affect their ability to perform their role safely, in line with suitability and confidentiality requirements.

16. Food, drink, hygiene, infection and medical safety

Detailed controls are contained in Nature Nursery's Safer Eating, Choking, Allergies & Mealtimes Policy and Medicines, Illness & Infection Prevention Policy. Staff follow hand hygiene, food safety, allergy, choking, medication, infection-control and paediatric first-aid procedures.

Drinking water is available to children in accordance with the setting's arrangements. Mealtimes and snacks are supervised in line with current EYFS safer-eating requirements.

17. Fire and emergency arrangements

Fire prevention, evacuation, emergency roles, drills and emergency closure arrangements are set out in Nature Nursery's Fire Safety & Emergency Evacuation Policy. Escape routes are kept clear and staff must know what to do in an emergency.

No person should delay evacuation to collect personal belongings. Children's safe evacuation and accountability take priority.

18. Outings and transport

Children must be kept safe on outings. Potential hazards are assessed and steps identified to remove, minimise or manage them, including consideration of staffing and supervision. These arrangements are detailed in the Outings & Visits Policy.

Any vehicle used to transport children, and its driver, must be appropriately insured and meet applicable legal requirements.

19. Safeguarding overlap

A health and safety issue may also be a safeguarding issue. Unsafe practice, inadequate supervision, deliberate disregard of safety procedures, unexplained injuries or concerns about an adult's conduct must be reported under the Safeguarding & Child Protection, Allegations/LADO or Whistleblowing procedures as appropriate.

Staff do not wait for a scheduled risk-assessment review where a child may be at risk of harm.

20. Information, records and review

Written risk assessments, check records, maintenance information, accident/incident records and other health and safety documentation are stored securely and made available to relevant staff and inspectors as appropriate.

This policy and related assessments are reviewed at least annually and sooner after significant incidents, changes to premises/equipment, changes in children's needs, new activities, updated statutory guidance or evidence that controls are not working effectively.

21. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: Summary of the EYFS safeguarding requirements, July 2026.
- Health and Safety Executive: Managing risks and risk assessment at work.
- Health and Safety at Work etc. Act 1974 and associated regulations, as applicable.
- Control of Substances Hazardous to Health Regulations (COSHH), as applicable.

DAILY / ROUTINE SAFETY CHECK

This checklist is a practical prompt and does not replace staff vigilance or activity-specific risk assessment.

Area / item	Safe / action needed	Action taken / by whom	Date / initials
Entrances / exits / gates			
Indoor floor & furniture			
Toilet / changing area			
Garden / outdoor area			
Play equipment / resources			
Food / eating area			
Electrical / hot / sharp hazards			
Chemicals / medicines secured			
Fire escape routes			
Other			

RISK ASSESSMENT RECORD

Activity / area / issue	
Date assessed / assessor	
Hazards identified	
Who may be harmed and how	
Existing controls	
Further action required	
Responsible person / target date	
Residual risk / decision	
Review date / review trigger	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

[Logo]

Fire Safety & Emergency Evacuation Policy

Policy #17 | Group-based preschool (children aged 2+)

Effective from	1 September 2026
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Review date	August 2027, or sooner after a drill, incident, premises change or revised fire risk assessment
Responsible person	Owner / Manager
Fire Officer	James
Applies to	All staff, children, students, volunteers and visitors

1. Purpose

Nature Nursery is committed to preventing fire and ensuring that children, staff and visitors can leave the premises quickly and safely if there is a fire or other emergency requiring evacuation. Young children require active adult assistance, so staff deployment, clear roles, familiar routines and accurate accounting are central to the emergency plan.

This policy should be read with the premises fire risk assessment, Health, Safety & Risk Assessment Policy, Safeguarding & Child Protection Policy, Attendance/Registration arrangements and any building-wide emergency information.

2. Fire risk assessment and shared premises

The person or organisation responsible for the relevant premises must ensure a suitable and sufficient fire risk assessment is maintained under applicable fire-safety law. Nature Nursery keeps its own operational arrangements aligned with that assessment.

Other people and organisations also use the site and have their own fire exits. Because the premises are shared, relevant responsible persons must co-operate and co-ordinate so that fire precautions and emergency arrangements work together. Nature Nursery will communicate with other site users by the agreed safe means, including telephone where appropriate, but staff must not delay evacuation in order to make calls.

3. Escape routes and assembly point

Nature Nursery's normal evacuation route is through the back exit and outside to the designated assembly point at the furthest safe fence. However, the back exit must never be treated as the only permitted route.

Staff use the nearest safe available escape route according to the location of the fire or other hazard. Alternative exits are clearly illuminated/signed on the premises. If the normal back route is unsafe or blocked, staff immediately use another safe marked exit.

Escape routes and final exits must be kept clear and usable. No one should stop to collect personal belongings.

4. Raising the alarm

- Anyone discovering fire or smoke raises the alarm immediately using the premises alarm procedure.
- Staff begin evacuation as soon as the alarm is raised; they do not wait to establish whether the fire is serious.
- The Fire Officer, James, normally calls 999 and requests the Fire and Rescue Service.

- If James is absent, unable to call, or there is any doubt that the call has been made, the Manager or another designated competent adult calls 999. Staff must never assume somebody else has called.
- The caller gives the full premises address, nature/location of the emergency if known, and any information about a person who may be unaccounted for.

5. Evacuating the children

- Staff immediately gather and guide children calmly towards the nearest safe exit.
- Adults use clear, simple instructions and physically assist children who need help because of age, development, disability, distress or mobility.
- Staff maintain supervision throughout and do not allow children to return for belongings.
- The team proceeds directly to the designated assembly point at the furthest safe fence, or to another place of total safety if the usual assembly point is affected by the emergency.
- Visitors, students and volunteers follow staff instructions and evacuate with the group unless the site emergency plan directs otherwise.

The priority is life safety. Equipment and possessions are left behind.

6. Manager's rapid sweep while exiting

The Manager may carry out a rapid visual sweep of agreed nursery areas while leaving, but only where it is safe and does not delay their own evacuation. The sweep is intended to identify anyone obviously remaining and to encourage them towards an exit; it is not a search of a dangerous building.

- The Manager must not remain behind if smoke, heat, fire or another hazard makes the sweep unsafe.
- The Manager must not enter an area that is unsafe in order to complete a check.
- The Manager must never re-enter the building after evacuating.
- Doors may be closed behind the last person where safe and appropriate, without locking them.
- Any person believed to remain inside, and their last known location, is reported immediately to the Fire and Rescue Service.

7. Register and roll call

At the assembly point, Fire Officer James normally takes charge of the register/roll call and confirms that children, staff, students, volunteers and known visitors are accounted for.

The attendance register and visitor information must therefore be kept in a form/location that supports emergency accounting. If James is absent or unavailable, the Manager or another designated adult completes the roll call.

- Count and identify every child present that day.

- Account for all staff and other adults known to be with Nature Nursery.
- Report immediately if anyone is unaccounted for.
- Tell the Fire and Rescue Service the person's name and last known location where known.
- No staff member re-enters the premises to look for a missing person.

8. Calling and meeting the Fire and Rescue Service

James normally calls 999. Where safe and practicable, an adult is identified to meet the Fire and Rescue Service and provide relevant information without leaving children inadequately supervised.

Staff provide information about anyone unaccounted for, the last known location, known hazards and any relevant child or adult who may need assistance. The Fire and Rescue Service takes control of firefighting/search decisions on arrival.

9. Communication with other site users

Other occupiers on site use their own fire exits and emergency arrangements. Nature Nursery will co-operate with site management/other responsible persons so that alarms, escape routes, assembly arrangements and significant risks are understood and do not conflict.

Telephone contact with other site users may be used once people are safe and where useful to confirm information, but it must never replace the alarm, 999 call or immediate evacuation.

10. Children or adults needing additional evacuation support

The Manager considers whether any child, staff member or regular visitor needs additional assistance to evacuate safely. Where required, an individual/personal emergency evacuation arrangement is agreed and communicated to the relevant staff.

Staffing and deployment must be sufficient to assist very young children and any person with mobility, sensory, communication or other needs without compromising the safety of the wider group.

11. Firefighting equipment

The primary duty of nursery staff is to evacuate children, not fight fires. Fire extinguishers or other firefighting equipment should only be used by a person who is trained/competent, where it is safe, the fire is small and an immediate safe escape route remains available. No one is expected to take personal risk to protect property.

12. Fire prevention and daily vigilance

- Escape routes and fire exits are kept clear.
- Fire doors are not improperly wedged open where this would compromise fire protection.
- Electrical faults, damaged leads or overheating equipment are reported and taken out of use where necessary.

- Combustible materials and waste are managed appropriately.
- Flammable/hazardous substances are stored safely.
- Smoking and vaping are not permitted in or around nursery areas.
- Staff know how to raise the alarm and locate alternative marked exits.
- Any defect in alarms, emergency lighting, exit signage, fire doors or firefighting equipment is reported promptly to the appropriate responsible person/site management.

13. Fire drills

Nature Nursery practises evacuation once each term. This exceeds the general government guidance minimum of at least annual drills and supports children and staff in becoming familiar with the procedure.

Drills should test the emergency plan rather than simply repeat the easiest route every time. Where safe and appropriate, different scenarios can be used, for example treating the normal back exit as unavailable so that staff practise using an alternative marked exit.

Drills are planned so they do not create unnecessary risk or distress. Children are supported calmly and in an age-appropriate way.

14. Recording and reviewing drills

Each fire drill is recorded and reviewed. The record includes the date/time, number of children and adults, route used, evacuation time where recorded, roll-call outcome, any difficulty, and action required.

The Manager and Fire Officer consider:

- whether the alarm was heard/understood;
- whether staff used the nearest safe route;
- whether exits opened easily and routes were clear;
- whether children needing additional help were supported effectively;
- whether the sweep/roll call worked as intended;
- whether communication with other site users caused any difficulty; and
- whether any procedure, training, premises issue or fire risk assessment needs updating.

15. After a real evacuation

Nobody re-enters the building until the Fire and Rescue Service or other competent authority says it is safe. Parents/carers are informed as appropriate. If the premises cannot be reoccupied, Nature Nursery follows its emergency closure/collection arrangements.

The incident is recorded and reviewed. Relevant statutory notifications are made where required by the circumstances, and the fire risk assessment/emergency plan is reviewed before normal use resumes where necessary.

16. Staff induction and training

All staff receive fire-safety information as part of induction and whenever procedures change. They must know how to raise the alarm, the normal and alternative exits, the assembly point, their role in assisting children, who normally calls 999, how the roll call works, and the rule that nobody re-enters.

James, as Fire Officer, and any other person given a specific supervisory fire role receive information/training appropriate to that responsibility. Cover arrangements apply whenever a named person is absent.

17. References

- Regulatory Reform (Fire Safety) Order 2005, as amended.
- Home Office / GOV.UK: Fire safety risk assessment guidance for small and medium places of assembly.
- GOV.UK: A guide for persons with duties under fire safety legislation.
- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.

FIRE EVACUATION - STAFF QUICK GUIDE

- **ALARM:** Raise/act on the fire alarm immediately.
- **EVACUATE:** Take children by the nearest SAFE exit. Normal route = back exit; use another illuminated/marked exit if needed.
- **ASSEMBLE:** Go to the furthest safe fence / designated place of safety.
- **999:** James normally calls. If he cannot, Manager/designated adult calls - never assume.
- **SWEEP:** Manager may make a rapid visual sweep ONLY while safely exiting. Never delay, never re-enter.
- **ROLL CALL:** James normally checks the register and accounts for children, staff and visitors.
- **MISSING PERSON:** Tell Fire & Rescue Service name and last known location. **DO NOT** go back inside.
- **WAIT:** Nobody re-enters until Fire & Rescue Service/competent authority says it is safe.

FIRE DRILL RECORD

Date / time	
Alarm activated by	
Children present	
Staff / other adults present	
Exit route used	
Assembly point used	
Evacuation time (if recorded)	
Roll call complete / everyone accounted for	
Normal exit deliberately unavailable? If yes, alternative used	
Difficulties / observations	
Actions required / responsible person	
Manager / Fire Officer review & date	

EMERGENCY ROLE COVER

Role	Normal arrangement	If unavailable
Call 999	Fire Officer James	Manager / designated competent adult
Roll call / register	Fire Officer James	Manager / designated adult
Rapid sweep while exiting	Manager, only if safe	No sweep if unsafe / designated competent adult only if agreed and safe

Policy sign-off

Owner/Manager signature	
Fire Officer (James) signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

[Logo]

Outings & Visits Policy

Policy #18 | Local walking outings

Effective from	1 September 2026
Review date	August 2027, or sooner following an incident, significant change or new guidance
Responsible person	Owner / Manager
Nature Nursery practice	Local outings on foot only; normally local shops and library; maximum 14 children

1. Purpose

Nature Nursery values local outings as opportunities for children to experience their community, practise road and pedestrian safety, develop confidence and extend learning beyond the setting. Children’s safety remains the overriding consideration at every stage.

Nature Nursery currently undertakes local outings on foot, such as visits to local shops and the library. The setting does not routinely transport children by nursery vehicle or public transport. Any future change to this practice would require specific planning and review of this policy before the activity takes place.

2. EYFS requirements

The Early Years Foundation Stage (EYFS) requires children to be kept safe on outings. Potential risks and hazards must be assessed and steps identified to remove, minimise or manage them. The assessment must include consideration of staff-to-child ratios.

The statutory ratios are minimum requirements. Nature Nursery decides the actual staffing for each outing according to the children, route, destination, environment, individual needs and foreseeable hazards. An outing will not proceed unless the Manager is satisfied that staffing and supervision are safe.

3. Parental permission

Written general permission for routine local outings is obtained through the child's registration documentation. Parents/carers are informed about Nature Nursery's local-outing arrangements and may discuss any concerns or relevant individual needs with the Manager.

General consent does not remove the setting's duty to plan each outing safely. A visit outside the normal scope of routine local walking outings, or involving materially different risks, would be separately planned and parents/carers informed; specific consent would be obtained where appropriate.

4. Planning and risk assessment

Before an outing, the person leading it considers the route, destination and current circumstances. Familiar routes may be covered by an existing written assessment, but staff remain responsible for dynamic risk assessment on the day.

Considerations include:

- number, ages, development and needs of children attending;
- staffing level and deployment;
- road crossings, traffic, driveways, cyclists and other pedestrians;
- pavement width, construction works and temporary obstructions;
- weather, temperature, visibility and suitable clothing;
- crowds, public spaces and the possibility of separation from the group;
- accessibility and any child's SEND, medical, allergy, toileting or mobility needs;
- the destination and any hazards specific to it;
- emergency communication, first aid and medication;

- the safest action if the planned route or destination becomes unsuitable.

The outing may be changed, shortened, postponed or cancelled if conditions are not safe.

5. Group size and staff deployment

Nature Nursery does not take more than 14 children on a local walking outing. This is an operational maximum, not an automatic indication that 14 children can safely attend every outing.

The Manager/outing leader determines the number of adults needed for the particular group. Staff are positioned so that the group is supervised from the front, middle and rear. Older/more capable children may walk in pairs between adults where this is safe and appropriate. Adults also hold children's hands where needed according to age, development, route and risk.

Staff remain actively engaged in supervision and do not become distracted by personal devices, conversations or other activities.

6. Visibility and clothing

Children wear high-visibility jackets on outings. Staff check that jackets are appropriately fitted and remain visible. Suitable clothing and footwear are considered for the weather and planned activity.

High-visibility clothing supports visibility but does not replace close supervision, safe positioning or careful road-crossing practice.

7. What is taken

The outing team takes the equipment and information needed to respond safely to foreseeable needs. This normally includes:

- the nursery mobile phone, sufficiently charged for the outing;
- an appropriate first-aid kit;
- any child's required emergency or prescribed medication, with necessary instructions/authorisation;
- nappies and changing supplies where required;
- spare/change of clothes as appropriate;
- antibacterial hand-cleaning supplies where appropriate; and
- essential parent/carer and emergency contact details for the children attending.

Confidential personal information is carried securely, is accessible to staff only when needed and is returned to secure storage after the outing.

8. Paediatric first aid

At least one person who holds a current full paediatric first-aid certificate meeting EYFS requirements accompanies children on outings. Nature Nursery considers the number and needs of children and may deploy additional first-aid-trained staff where this is necessary for safe care.

9. Leaving the setting

Before departure, staff confirm which children and adults are attending, ensure the required equipment/medication is present, review any individual medical or safeguarding information needed for the outing, and agree staff positions and the route.

A headcount and name check are completed before leaving. Staff know who is leading the outing and what to do if the group becomes separated or an emergency occurs.

10. Walking safely

- Children stay within the agreed group formation and follow staff instructions.
- Adults remain at the front, middle and rear so that the group is contained and observed.
- Children hold an adult's hand whenever staff judge this necessary.
- Roads are crossed at the safest available point; staff stop and regroup before crossing.
- The whole group crosses under adult direction rather than becoming stretched across the road.
- Staff continually scan for driveways, vehicles, bicycles, dogs, crowds, pavement hazards and changes to the route.
- Children are taught simple pedestrian-safety expectations in an age-appropriate way.

11. Headcounts and accounting for children

Staff carry out regular headcounts and name checks: before leaving Nature Nursery, at appropriate points during the journey, on arrival, before leaving the destination and on return. Additional checks are made after transitions, busy areas or whenever staff consider them necessary.

Counting never replaces knowing which individual children are present. Staff communicate clearly when responsibility or position within the group changes.

12. At the destination

On arrival, staff quickly reassess the environment and decide whether it remains suitable. Boundaries and expectations are explained to children in simple language. Staff positions are adjusted to entrances, exits, public access and other hazards.

Children remain under appropriate supervision at all times. Staff do not assume that employees at a shop, library or other destination are responsible for supervising nursery children.

13. Toileting, intimate care and hygiene

Where a child needs toileting or changing during an outing, staff follow Nature Nursery's Intimate Care, Nappy Changing & Toileting Policy as closely as the environment allows, maintaining dignity, safeguarding and hygiene.

Staff plan how supervision of the remaining group will be maintained before one adult assists a child. Where facilities or staffing do not allow safe care, the outing leader decides on the safest alternative, which may include returning to the setting.

14. Medication, allergies and illness

Relevant medication accompanies the child and remains accessible to staff while being kept secure from children. Staff know which children have medical or allergy needs and follow their individual arrangements.

If a child becomes unwell, has an allergic reaction or is injured, staff provide appropriate first aid/emergency care, call 999 where required and contact the parent/carer. The safety and supervision of the rest of the group must also be maintained.

15. If a child becomes separated or missing

If a child cannot immediately be accounted for, staff follow the Missing & Uncollected Children Policy. The group is secured and supervised, the outing leader is informed immediately, and an organised response begins without compromising the safety of the other children.

Police/emergency services and parents/carers are contacted according to the circumstances. Staff do not delay escalation where a child's safety may be at risk.

16. Emergency or unexpected change

If an incident, severe weather, road closure, unsafe person/animal, premises issue or other unexpected hazard affects the outing, staff move children to the safest available place and reassess. The planned route or visit may be abandoned.

The nursery phone is used for necessary emergency communication. Staff contact the setting, parents/carers, emergency services or destination as appropriate.

17. Members of the public and safeguarding

Staff maintain professional boundaries and remain alert in public places. Children are not left in the care of members of the public or destination staff. Photographs or interactions by members of the public are managed according to safeguarding circumstances.

Any safeguarding concern arising during an outing is reported under the Safeguarding & Child Protection Policy.

18. Return to Nature Nursery

A final name check/headcount is completed before leaving the destination and again on return. Equipment and medication are accounted for and returned to their correct storage.

Any accident, incident, near miss, behavioural concern, route hazard or safeguarding issue is recorded and reported to the Manager as appropriate. Parents/carers are informed where required.

19. Review of outings

Routine routes and arrangements are reviewed when circumstances change and after any incident or near miss. Staff feedback is used to improve future visits.

If Nature Nursery begins using vehicles, public transport, non-local destinations or higher-risk activities, the Manager will review the policy, consent arrangements, insurance, staffing and risk assessment before such outings are introduced.

20. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: First aid in schools, early years and further education.
- Health and Safety Executive: Managing risks and risk assessment at work.

LOCAL OUTING - STAFF QUICK GUIDE

- PERMISSION: Confirm the child has general local-outing permission.
- PLAN: Check route, destination, weather, children's needs and staffing.
- MAXIMUM: Never more than 14 children; take fewer/add staff whenever risk assessment requires it.
- POSITION: Adults front, middle and rear. Children walk in pairs where appropriate and hold adults' hands where needed.
- VISIBLE: Children wear high-visibility jackets.
- TAKE: Nursery phone, first-aid kit, medication, changing supplies/spares and essential emergency contact details.
- PFA: At least one current full paediatric first aider accompanies the outing.
- COUNT: Name check/headcount before leaving, during transitions, on arrival, before departure and on return.
- CHANGE THE PLAN: If the route/destination is unsafe, stop, reroute, return or cancel.
- MISSING CHILD / EMERGENCY: Secure the group, act immediately and follow the relevant emergency policy.

LOCAL OUTING RISK ASSESSMENT / CHECK RECORD

Date / destination / purpose	
Children attending (number and names/list reference)	
Adults attending / outing leader	
Route and road-crossing points	
Individual medical / allergy / SEND / toileting considerations	
Weather / environmental conditions	
Staff deployment (front / middle / rear)	
Equipment / first aid / medication checked	
Known hazards and controls	
Dynamic changes on the day	
Incidents / near misses / learning	
Manager review / actions / date	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

[Logo]

Oral Health Policy

Policy #24 | Promoting healthy teeth and positive lifelong habits

Effective from	1 September 2026
Review date	August 2027, or sooner following significant guidance or practice change
Responsible person	Owner / Manager
Applies to	All children aged 2+, staff and partnership work with parents/carers

1. Purpose

Nature Nursery promotes good oral health as part of children's overall health, wellbeing and learning. The Early Years Foundation Stage (EYFS) requires early years providers to promote the good oral health of children who attend.

Our approach is positive, practical and age-appropriate. Children learn about healthy teeth through everyday conversation, play, books, routines and partnership with families rather than through fear, shame or judgement.

2. Why oral health matters

Healthy baby teeth help children bite and chew, support speech and language development, contribute to confidence and preserve space for adult teeth. Tooth decay can cause pain, infection, disturbed sleep, difficulty eating and absence from nursery.

Oral health is therefore treated as part of whole-child wellbeing rather than as a separate classroom topic.

3. How Nature Nursery promotes oral health

- talking positively about brushing teeth and visiting the dentist;
- using books, role play, songs, pictures and everyday conversations about teeth and healthy choices;
- helping children understand that frequent sugary foods and drinks can harm teeth without labelling foods or families as 'good' or 'bad';
- providing water as the nursery drink and supporting healthy hydration;
- encouraging age-appropriate independence and self-care;
- including oral health within physical development, communication and language and personal, social and emotional learning where naturally relevant; and
- sharing useful, non-judgemental information with parents/carers.

4. Drinks at Nature Nursery

Children's water bottles are filled daily with filtered water. Water is the routine drink at Nature Nursery; squash and other sugary drinks are not provided.

This supports hydration, dental health and the nursery's wider nutrition approach. Individual medical needs are considered where a health professional has advised a different arrangement.

5. Food, snacks and packed lunches

Children bring their own lunches and snacks. Nature Nursery works respectfully with families to encourage choices that support health and wellbeing, including oral health.

Staff do not shame children for the contents of a packed lunch or make negative comments about a family's food choices in front of children. Where a recurring concern is relevant to health, nutrition or safety, it is discussed sensitively with the parent/carer.

Birthday cakes and occasional celebratory foods are managed in accordance with the Safer Eating, Choking, Allergies & Mealtimes Policy. Oral health promotion does not require a complete ban on all sweet foods; the emphasis is on healthy habits, frequency, balance and family partnership.

6. EYFS nutrition guidance

Nature Nursery has regard to the current Department for Education Early Years Foundation Stage nutrition guidance and should follow it unless there is a good reason not to. Although families provide children's lunches/snacks, the nursery uses the guidance to inform the health messages we promote and any food or drink we provide.

Oral-health messages are consistent with the nursery's safer-eating and allergy arrangements; choking prevention and allergy safety always remain essential.

7. Toothbrushing at home

Parents/carers remain responsible for children's routine dental care at home. Nature Nursery may share current NHS or government information encouraging twice-daily toothbrushing with an age-appropriate fluoride toothpaste and regular dental attendance.

Staff do not diagnose dental conditions or give individual clinical dental advice beyond their competence. Families with concerns are encouraged to seek advice from a dentist, NHS service or other appropriate health professional.

8. Supervised toothbrushing at nursery

The EYFS requirement to promote oral health does not mean Nature Nursery must run a supervised toothbrushing scheme.

Nature Nursery does not currently operate routine supervised toothbrushing. If the nursery later chooses to join or introduce a supervised scheme, the Owner/Manager will first ensure that current national/local guidance is followed, staff receive appropriate training, infection-prevention arrangements are suitable, toothbrushes and toothpaste are safely managed, SEND and individual needs are considered, and parents/carers receive appropriate information.

A supervised toothbrushing scheme would be treated as a planned health-promotion programme, not informal toothbrushing introduced without suitable procedures.

9. Children with SEND or additional needs

Oral-health learning is adapted so all children can participate. Children with sensory, communication, physical or developmental needs may benefit from visual supports, modelling, sensory-sensitive resources, extra processing time or alternative ways to explore oral-health routines.

Amy, the SENCO, can support staff and families to consider reasonable adjustments and relevant professional advice where oral-care issues affect participation, eating, communication or wellbeing.

10. Supporting children without judgement

Families may face barriers to dental care, healthy food choices or consistent routines. Staff respond with sensitivity and do not make assumptions about parenting, income, culture or home circumstances.

Where useful, the nursery can signpost families to current NHS, local authority or public-health information and services.

11. Dental injury or sudden dental pain

If a child suffers a mouth/tooth injury at nursery, staff provide appropriate first aid within their competence, comfort the child and inform the parent/carer. Emergency medical or dental help is sought where the injury or symptoms require it.

The event is recorded under the nursery's accident/incident procedures. Any significant head injury, bleeding, breathing concern, loss of consciousness or other emergency is managed according to first-aid and emergency procedures.

If a child develops significant dental pain, swelling or signs of being unwell, the parent/carer is contacted so appropriate assessment can be arranged.

12. Safeguarding

Poor oral health by itself does not prove neglect. However, persistent untreated pain, significant deterioration, repeated missed necessary treatment or other concerns may form part of a wider picture about a child's health and welfare.

Staff record and discuss safeguarding concerns with the DSL in accordance with the Safeguarding & Child Protection Policy. Staff do not investigate or diagnose neglect themselves.

13. Infection prevention

Children do not share toothbrushes, drinking bottles, cups or other personal oral-care items. Any future supervised toothbrushing programme must follow current infection-prevention and toothbrush-storage guidance.

Staff follow hand hygiene and cleaning procedures appropriate to any oral-health activity.

14. Curriculum resources

Resources about teeth, dentists, bodies and food should be accurate, inclusive and developmentally appropriate. Staff avoid frightening images or messages that create anxiety about dentists or food.

Role play can help children become familiar with dental visits and vocabulary such as teeth, gums, toothbrush, toothpaste and dentist.

15. Working with parents/carers

Nature Nursery shares oral-health messages in a supportive way and encourages parents/carers to tell us about relevant dental needs that may affect eating, comfort, speech or wellbeing.

Where a child has individual medical/dental instructions that affect nursery care, the Manager obtains enough information to implement safe arrangements and records this appropriately.

16. Staff responsibilities

All practitioners support oral health through consistent everyday messages and role modelling. Staff should know that promoting oral health is an EYFS requirement, while supervised toothbrushing is optional unless the nursery has formally adopted a scheme.

The Owner/Manager keeps resources and guidance under review and ensures any significant change in practice is communicated to staff and families.

17. Review

This policy is reviewed at least annually and sooner if the EYFS, nutrition guidance, oral-health guidance or Nature Nursery's practice changes.

18. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: Help for early years providers – Oral health.
- Department for Education: Early Years Foundation Stage nutrition guidance.
- Office for Health Improvement and Disparities: Commissioning and delivering supervised toothbrushing schemes in early years and school settings.
- NHS guidance on children's teeth and dental care.

ORAL HEALTH - STAFF QUICK GUIDE

- **PROMOTE:** Good oral health is an EYFS requirement.
- **WATER:** Water is Nature Nursery's routine drink.
- **POSITIVE LANGUAGE:** Teach healthy habits without shaming food, children or families.
- **BRUSHING:** Routine supervised toothbrushing is not currently operated at Nature Nursery and is not required just to meet the EYFS oral-health duty.
- **DENTAL PAIN/INJURY:** Comfort, provide appropriate first aid, contact parents and seek urgent help where necessary.
- **SEND:** Adapt oral-health learning to sensory, communication and developmental needs.
- **SAFEGUARDING:** Persistent serious oral-health concerns may contribute to a wider welfare picture — record and speak to the DSL.
- **CLINICAL ADVICE:** Staff do not diagnose; signpost families to dental/NHS professionals.

ORAL HEALTH ACTIVITY / REVIEW RECORD

Date	
Activity / resource / discussion	
Age/group involved	
What children explored or learned	
How inclusion/SEND was supported	
Parent/carer information shared (if any)	
Any resources/signposting used	
Staff reflection / child voice	
Any follow-up action	
Staff initials / Manager review	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

[Logo]

Animals, Pets & Visiting Animals Policy

Policy #32 | Safe, respectful learning about animals and the natural world

Effective from	1 September 2026
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Review date	August 2027, or sooner following statutory or practice change
Responsible person	Owner / Manager
Applies to	Animals kept, brought to, encountered by or involved in activities at Nature Nursery

1. Purpose

Nature Nursery values children's opportunities to learn about living things, nature and responsible care. Contact with animals can support curiosity, language, empathy and understanding of the world, but children's health and safety always come first.

This policy replaces the nursery's older Animals policy and incorporates the strengthened September 2026 EYFS requirement concerning banned dog breeds.

2. Absolute rule on banned dog breeds

Nature Nursery will not provide registered childcare from premises where a dog to which section 1 of the Dangerous Dogs Act 1991 applies is kept or is otherwise present.

This includes banned breed types such as the XL Bully type. An exemption certificate does not make the presence of a banned dog compatible with registered childcare at the premises.

If the Manager becomes aware that a banned dog breed is present or is due to be brought onto the childcare premises, children will not be exposed to that situation and the Manager will take immediate steps to ensure the statutory requirement is met.

3. No automatic assumption that animals will be present

This policy does not mean Nature Nursery must keep pets or routinely arrange animal visits. Any animal experience is considered individually and only proceeds where it can be managed safely and adds meaningful value for children.

Where no animal is present, children can still learn about living things through books, outdoor observation, habitats, insects, plants and other nature-based experiences.

4. Risk assessment before planned animal contact

Before a planned animal visit or activity, the Manager considers the species and individual animal, temperament, handling arrangements, hygiene, supervision, allergies, phobias, infection risk, bites/scratches, escape risk, welfare, location and the developmental needs of the children.

The assessment is proportionate to the activity. Higher-risk animals or circumstances may be declined even where an external handler considers the activity acceptable.

5. Children's allergies, asthma and medical needs

Before planned close animal contact, relevant child allergy, asthma, skin-condition and medical information is considered. Parents/carers may be asked for further information where the proposed activity creates a specific risk.

Where a child has a relevant allergy or medical risk, the individual health/allergy plan and professional advice take priority. The child must not be excluded unnecessarily where a safe reasonable adjustment can enable participation.

6. Children who are fearful or do not want contact

Children are never forced to touch, hold, feed or approach an animal. Staff recognise verbal and non-verbal signs of fear or discomfort and provide distance, reassurance and an alternative way to participate.

Adults do not use an animal to frighten, tease or pressure a child.

7. Supervision

Children are closely supervised during animal contact. Staff position themselves so they can intervene promptly and prevent unsafe handling, chasing, crowding, feeding or access to animal food/waste.

The presence of an animal handler or owner does not remove Nature Nursery's responsibility for supervising children.

8. Hygiene and infection prevention

Handwashing with soap and water is required after touching animals, their bedding, cages, feeding equipment, soil or areas contaminated by animal waste, and before eating or handling food.

Animal contact is kept separate from food preparation and eating areas. Animal food, bedding, waste and equipment are not placed on surfaces used for children's food.

Any faeces, urine, vomit or contaminated material is dealt with promptly using appropriate hygiene precautions.

9. Feeding animals

Children only feed animals where the activity has been assessed as safe and is directly supervised. They are taught not to put animal food, fingers or contaminated objects in their mouths.

Children wash their hands afterwards and before eating.

10. Bites, scratches and other injuries

Any bite, scratch, sting or other injury is dealt with under the First Aid, Accidents, Incidents & Emergency Medical Response Policy.

The wound is cleaned appropriately, parents/carers are informed, and medical advice is sought where required. The Manager considers whether infection, tetanus, rabies/travel history or other specific advice may be relevant and seeks professional advice rather than guessing.

The incident and any learning from it are recorded and the activity/risk assessment reviewed.

11. Animal welfare

Animals must be treated humanely and respectfully. Children are taught gentle, appropriate behaviour and are prevented from hurting, frightening, chasing or over-handling an animal.

An animal must have appropriate rest, water, shelter and an escape/quiet space as relevant. Contact stops if the animal shows signs of stress or if its welfare cannot be protected.

12. Visiting animals and external handlers

The Manager checks that a proposed visitor is appropriate for an early years environment and agrees the activity, supervision and safety arrangements in advance.

External handlers remain responsible for controlling and caring for their animals, while Nature Nursery remains responsible for the children and the suitability of the activity.

The nursery may cancel or stop a visit immediately if the Manager has any safety, welfare or safeguarding concern.

13. Dogs brought by parents, visitors or contractors

Parents, visitors and contractors must not bring dogs or other pets into the nursery childcare area unless the visit has been specifically agreed and risk assessed.

No banned dog breed may be present on the premises while registered childcare is being provided. Staff do not rely solely on an owner's description where there is a genuine concern about whether a dog may fall within a prohibited type; the Manager prevents exposure and seeks appropriate advice.

14. Assistance dogs

Nature Nursery recognises the important role of trained assistance dogs and considers access inclusively and sensitively.

Arrangements are planned to protect the disabled person's access needs, children's safety, allergies and animal welfare. The statutory prohibition on banned dog breeds remains applicable.

15. Animals encountered on outings

On local walks, staff maintain safe distance from unfamiliar dogs, livestock, wildlife and animal waste. Children do not approach or touch an unfamiliar animal simply because an owner says it is friendly.

If a dog or other animal creates a concern, staff move children away calmly and use the safest available route.

16. Wildlife and minibeasts

Children may observe wildlife, insects and minibeasts as part of nature-based learning where risks are appropriately managed.

Staff teach respectful observation and discourage unnecessary handling. Children wash hands after relevant contact with soil, animals or contaminated natural materials.

17. Farm, zoo or animal-centre visits

Any future visit to a farm, zoo, petting attraction or similar venue is managed under both this policy and the Outings & Visits Policy.

The Manager considers handwashing facilities, eating arrangements, direct-contact areas, supervision and public-health advice. Alcohol hand gel is not treated as a substitute for soap-and-water handwashing after animal contact where contamination may be present.

18. Reptiles, amphibians and higher-infection-risk animals

Some animals may carry organisms that create particular infection risks for young children even when the animal appears healthy. The Manager therefore seeks current public-health/veterinary guidance before arranging close contact with reptiles, amphibians or other animals associated with increased infection risk.

The nursery may decide observation without handling is the safer educational option.

19. Animals kept at the setting

If Nature Nursery ever proposes to keep an animal routinely, the Manager completes a specific written risk assessment and care plan before the animal is introduced.

The plan covers responsibility for daily and holiday care, veterinary needs, housing, hygiene, allergies, safe handling, animal welfare, escape/emergency arrangements and what happens if the animal becomes ill or unsuitable.

A permanent or regular animal arrangement must not compromise children's usable space, hygiene or safe staffing.

20. Sick or injured animals

Children do not handle an animal that is unwell, injured, behaving unusually or suspected of carrying an infectious condition.

Where an animal kept by the setting becomes ill, it is separated from children and appropriate veterinary advice is obtained.

21. Dead animals

Children do not directly handle dead wild animals or unknown animal remains. Staff prevent contact and arrange safe removal/advice as appropriate.

Sensitive discussion or observation from a safe distance may support children's understanding of life cycles where appropriate, without compromising hygiene or wellbeing.

22. Safeguarding and visitors

Animal visits do not weaken normal visitor controls. External handlers follow the nursery's visitor, device and safeguarding expectations and remain appropriately supervised.

Photography or recording by visiting handlers is not permitted unless specifically authorised under nursery procedures and appropriate permissions.

23. Curriculum and child development

Animal experiences are used because they contribute meaningfully to learning, not simply as entertainment. Staff may extend vocabulary, observation, care, empathy, movement, counting, storytelling and understanding of habitats or life cycles.

Experiences are linked naturally to Nature Nursery's own curriculum and the EYFS educational programmes.

24. Equality and inclusion

Staff consider religious, cultural, sensory, SEND and family perspectives on animals. No child is made to participate in direct contact.

Reasonable adjustments may include observing from further away, using photographs/books, avoiding touching or arranging an alternative experience.

25. Emergency response

If an animal becomes uncontrolled, aggressive or presents an immediate risk, staff prioritise moving children to safety. They do not attempt risky restraint or capture.

Emergency services or other appropriate assistance are contacted where necessary. Parents/carers and relevant authorities are informed where the nature of an incident requires it.

26. Records

The nursery retains relevant risk assessments, visitor/activity information and records of significant animal-related incidents. Child medical information remains confidential and is handled under the Data Protection Policy.

27. Staff responsibilities

Staff follow the agreed risk assessment, supervise actively, model respectful behaviour, enforce handwashing and report any unexpected animal presence, injury, hygiene issue or concern immediately to the Manager.

Staff must never bring their own pet into the childcare premises without prior Manager approval and risk assessment.

28. Review

This policy is reviewed annually and sooner following an animal-related incident, significant change in practice, updated public-health advice or changes to legislation/EYFS requirements.

29. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: Changes to the EYFS framework from 1 September 2026.
- Dangerous Dogs Act 1991, section 1, and current government rules concerning banned dog types.
- UK Health Security Agency: Health protection in children and young people settings, including infection-prevention advice relevant to animal contact.
- Nature Nursery: Health, Safety & Risk Assessment; Outings; First Aid; Medicines/Illness/Infection; Allergies/Safer Eating; Safeguarding; Equality policies.

ANIMAL VISIT / ACTIVITY – MANAGER QUICK CHECK

- Is the animal/species suitable for children aged two-plus?
- CONFIRM: no banned dog breed will be present on the childcare premises.
- Check allergies, asthma, phobias, SEND and relevant medical needs.
- Assess temperament, handling, bites/scratches, escape and infection risk.
- Agree adult supervision and the handler's responsibilities.
- Keep animal contact away from food/eating areas.
- Provide soap-and-water handwashing immediately after relevant contact.
- Never force a child to touch or approach an animal.
- Protect the animal from crowding, stress or rough handling.
- Know the response to injury, uncontrolled behaviour or illness.
- Stop the activity if children's safety or animal welfare cannot be maintained.

ANIMAL VISIT / ACTIVITY RISK RECORD

Date / activity	
Animal / species / number	
Owner / handler / organisation	
Banned-breed check (dogs)	
Educational purpose	
Children participating / ages	
Allergy / asthma / medical considerations	
Fear / SEND / reasonable adjustments	
Handling / supervision arrangements	
Hygiene / handwashing arrangements	
Food/eating separation	
Bite / scratch / escape controls	
Animal welfare / rest arrangements	
Emergency arrangements	
Additional hazards / controls	
Manager approval / date	
Post-activity review / incidents / learning	

ANIMAL-RELATED INCIDENT REVIEW

Date / time	
Child(ren) / adults involved	
Animal / owner / handler	
What happened?	
Injury / first aid / medical advice	
Parent/carer informed	
Safeguarding / authority notification required?	
Immediate action taken	
Was the activity stopped?	
Risk assessment change required	
Further action / owner / deadline	
Manager review / sign-off	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

[ADD NATURE NURSERY LOGO HERE]

NATURE NURSERY

Safer Recruitment, DBS, Staff Suitability & Probation Policy

Effective from	1 September 2026
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Review date	August 2027, or sooner following statutory/guidance changes
Applies to	Employees, applicants, apprentices, students and volunteers as relevant
Setting	Nature Nursery – private early years provider, Portsmouth

1. Policy Statement

Nature Nursery is committed to safeguarding and promoting the welfare of children. We operate safer recruitment procedures designed to deter, identify and reject people who may be unsuitable to work with children, while treating applicants fairly and lawfully.

Recruitment decisions will be based on the requirements of the role, evidence gathered through the recruitment process, appropriate pre-employment checks and the applicant's suitability to work with children.

This policy has regard to the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers and relevant Disclosure and Barring Service requirements.

2. Advertising and Applications

Vacancies may be advertised through appropriate channels, including Nature Nursery's social media and Portsmouth City Council recruitment channels.

Applicants are asked to provide a current CV. A CV supports the recruitment process but will not be relied upon as the sole source of safer-recruitment information.

Nature Nursery will obtain sufficient information to establish the applicant's employment, education and training history. Any unexplained gaps, inconsistencies or areas requiring clarification will be explored with the applicant and recorded.

3. Shortlisting and Interview

Shortlisting will consider the applicant's experience, qualifications, employment history and suitability for the role.

Candidates invited to interview will normally be interviewed by the Manager and Deputy.

The interview will include questions relevant to:

- the role and the applicant's experience;
- safeguarding and the welfare of children;
- professional conduct and boundaries;
- the applicant's reasons for leaving previous employment;
- gaps or discrepancies in employment history;
- qualifications and training; and

- the applicant's suitability to work in an early years environment.

Where appropriate, candidates may spend a short supervised period in the setting and meet members of the wider staff team. This is an additional part of Nature Nursery's recruitment process and does not replace formal checks or the recruitment decision of the Manager/Provider.

4. Identity, Right to Work and Qualifications

Before appointment is confirmed, Nature Nursery will check the applicant's identity and right to work in the United Kingdom as required.

Original qualification evidence will be checked where qualifications are relevant to the role or staff:child ratios. Where a qualification is being relied upon for EYFS ratios, the Manager will check that it meets current early years qualification requirements.

A record will be kept of the checks undertaken, in accordance with data-protection and record-retention requirements.

5. References

Nature Nursery's usual practice is to obtain two references before confirming appointment.

References will be requested directly by Nature Nursery and will not be accepted simply because they have been supplied by the applicant.

References should be from appropriate sources with authority to comment on the applicant. Nature Nursery will not accept an open reference or a reference from a family member as a safer-recruitment reference.

Where relevant, Nature Nursery will seek a reference covering the applicant's most recent work with children. Reference information will be compared with the applicant's CV, interview information and employment history.

Electronic references will be checked to ensure they originate from a legitimate source. Nature Nursery will normally follow up references by telephone. The staff member making the call will record the date, the name and position of the person spoken to, and the outcome of the verification.

Any discrepancy, vague information, safeguarding concern or unexplained reason for leaving will be clarified and satisfactorily resolved before appointment is confirmed.

6. DBS and Criminal Record Checks

Nature Nursery will obtain the criminal-record checks required for the role.

From 1 September 2026, a new employee will not commence employment before the required criminal-record check has been received.

Where an applicant is subscribed to the DBS Update Service and the certificate is appropriate for the role and workforce, Nature Nursery may carry out the appropriate Update Service status check after seeing the original DBS certificate and confirming identity.

DBS information will be handled confidentially. Nature Nursery will record the required check information and outcome rather than routinely retaining unnecessary copies of DBS certificates.

A disclosure containing information will not automatically prevent employment. Any information will be considered through an appropriate risk and suitability assessment, taking account of the nature of the information, relevance to the role, circumstances and safeguarding responsibilities.

7. Volunteers, Students and Apprentices

Nature Nursery will assess the role and checks required for volunteers, students and apprentices before they begin relevant duties.

From 1 September 2026, volunteers undertaking regulated activity with children must have the required enhanced DBS check with children's barred-list information. Supervision does not remove this requirement where the volunteer's activity meets the definition of regulated activity.

Occasional visitors or volunteers who do not meet the regulated-activity conditions will be managed according to the nature and frequency of their role and will not be given inappropriate unsupervised access to children.

Students and apprentices will be subject to appropriate suitability, reference, identity and criminal-record arrangements for their role and will be appropriately supervised.

8. Staff Suitability

All staff must be suitable to work with children at the point of appointment and remain suitable throughout their employment.

Nature Nursery requires staff to complete a suitability declaration and to inform the Manager promptly of any circumstance, event or information that may affect their suitability to work with children.

Staff must not wait until the next declaration or supervision meeting to disclose relevant information.

Where suitability information is disclosed or otherwise becomes known, the Manager/Provider will consider the information promptly, take appropriate safeguarding advice where necessary, record the decision-making process and take any action required.

9. Ongoing Monitoring and Supervision

Safer recruitment does not end when an employee starts work. Nature Nursery will continue to monitor suitability and professional conduct through induction, day-to-day management, supervision, training, staff declarations and the setting's safeguarding procedures.

Concerns regarding conduct, safeguarding, suitability or professional boundaries will be addressed promptly under the appropriate Nature Nursery procedure.

10. Three-Month Probationary Period

New employees are normally appointed subject to a three-month probationary period.

During probation, the Manager will consider:

- attendance and punctuality;
- professional conduct and relationships;
- safeguarding knowledge and practice;
- interaction with children;
- understanding of Nature Nursery policies and procedures;
- teamwork and communication;
- performance in the role;
- training or support needs; and
- ongoing suitability.

A probation review will be recorded. Where appropriate and lawful, probation may be extended to allow further support or assessment. Successful completion of probation will be confirmed by the Manager.

11. Induction

All new staff will receive an induction appropriate to their role. This will include key safeguarding and welfare procedures, staff conduct expectations, emergency arrangements, confidentiality and data protection, use of devices, reporting concerns and the identity of the Designated Safeguarding Lead.

Required training and any outstanding development needs will be identified and monitored.

12. Safeguarding Concerns Arising During Recruitment

Any safeguarding concern arising during recruitment will be considered before an appointment is confirmed.

Nature Nursery will seek advice from appropriate safeguarding or regulatory agencies where required and will not knowingly permit a barred person to undertake regulated activity.

Where Nature Nursery dismisses a person, or would have dismissed them had they not left, because the relevant legal conditions for a DBS referral are met, the Provider will make the required referral to the Disclosure and Barring Service.

13. Confidentiality and Data Protection

Recruitment information will be handled confidentially and only accessed by people who require it for legitimate recruitment, safeguarding, management or regulatory purposes.

Nature Nursery will retain and dispose of recruitment records in accordance with its Data Protection, Privacy and Retention procedures.

14. Responsibilities

The Manager/Provider is responsible for ensuring that safer-recruitment procedures are followed and that required checks are completed before a person begins duties for which those checks are required.

The Deputy may support interviews, reference verification and other recruitment checks as authorised by the Manager.

All staff involved in recruitment must raise any concern, inconsistency or safeguarding issue rather than assuming another person has dealt with it.

15. Relevant Policies and Guidance

This policy should be read alongside Nature Nursery's:

- Safeguarding and Child Protection Policy;
- Staff Code of Conduct;
- Whistleblowing Policy;
- Allegations Against Staff / LADO Procedure;
- Staff Supervision Policy;
- Data Protection and Confidentiality Policy;
- Induction procedures; and
- Disciplinary procedures.

Nature Nursery will have regard to the current EYFS statutory framework, current early years qualification requirements and applicable Disclosure and Barring Service guidance.

Policy Monitoring

This policy will be reviewed annually and sooner where legislation, EYFS requirements, DBS requirements, safeguarding guidance or Nature Nursery's recruitment arrangements change.

NATURE NURSERY

Safer Recruitment Checklist – Staff File

Applicant / employee: _____

Role: _____ Proposed start date: _____

Recruitment lead: _____

Check	Date	Checked by	Outcome ✓/N/A	Action / notes
Vacancy/role requirements agreed				
CV received				
Employment/education history reviewed				
Employment gaps/ discrepancies explored and recorded				
Interview completed by Manager and Deputy				
Safeguarding/suitability questions discussed				
Supervised team/setting interaction completed (where used)				
Identity checked				
Right to work checked				
Original qualifications checked				
Qualification eligibility for EYFS ratios checked (where applicable)				
Reference 1 received directly				
Reference 1 telephone/ electronic-source verification completed				
Reference 2 received directly				
Reference 2 telephone/ electronic-source verification completed				
References compared with CV/application/interview information				

Reason for leaving current/most recent role established				
Most recent relevant work with children verified (where applicable)				
Required enhanced DBS received / appropriate Update Service check completed				
Children's barred-list information included where required				
Suitability declaration completed				
Any disclosed information risk assessed/resolved				
Required PFA status checked for role				
Safeguarding training/ induction requirements identified				
Start authorised only after required pre-employment checks completed				
Induction completed				
Three-month probation review completed				
Appointment confirmed / further action recorded				

Recruitment decision / notes:

Manager/Provider signature: _____ Date: _____

Policy Approval

Policy adopted	
Signed (Manager/Provider)	
Date	
Staff informed/briefed	
Next review	August 2027

[ADD NATURE NURSERY LOGO HERE]

NATURE NURSERY

Mobile Phones, Cameras, Smart Watches & Electronic Devices Policy

Effective from	1 September 2026
Review date	August 2027, or sooner following changes to legislation, statutory guidance or the needs of the setting
Applies to	Staff, students, volunteers, parents/carers, visitors, contractors and visiting professionals

1. Policy Statement

Nature Nursery is committed to safeguarding children and protecting their privacy, dignity and personal information.

Mobile phones, cameras, smart watches and other electronic devices can create safeguarding, confidentiality and data-protection risks if they are used inappropriately within an early years environment.

Nature Nursery therefore operates clear restrictions concerning personal devices while children are present.

Our procedures aim to ensure that practitioners remain attentive and engaged with children and that photographs, recordings or information concerning children cannot be taken or shared using unauthorised devices.

This policy should be read alongside Nature Nursery's Safeguarding and Child Protection Policy and Screen Use and Digital Technology Policy.

2. Staff Personal Mobile Phones

Staff personal mobile phones must not be used while practitioners are working with children.

On arrival for work, staff must:

- switch their personal mobile phone off or place it into an appropriate non-active mode;

- store it securely in their designated staff locker; and
- leave it there while carrying out their duties with children.

Personal phones must not be carried in pockets or bags within areas used by children.

Staff must not use personal phones to:

- photograph or video children;
- make audio recordings;
- access or photograph children's records;
- communicate information about children;
- access Family or other nursery records unless specifically authorised through an approved nursery arrangement;
- communicate with parents on behalf of Nature Nursery; or
- undertake personal social-media activity while responsible for children.

3. Staff Mobile Phone Use During Breaks

Nature Nursery recognises that staff may reasonably wish to access their personal phones during designated breaks.

Staff may use their personal mobile phone during their break within the staff room, away from children.

Personal phones must not be used within children's areas during a break.

Before returning to duties, staff must switch off or appropriately deactivate their personal phone and return it securely to their locker.

Staff remain bound by Nature Nursery's confidentiality, safeguarding and social-media requirements during breaks.

No information, photograph, video or other content relating to children may be stored, accessed or shared through a personal device.

4. Smart Watches

Nature Nursery recognises that some staff may wish to wear a smart watch.

A smart watch may be worn provided that:

- it does not have a camera or imaging capability;
- it is placed into airplane/offline mode before the member of staff begins working with children;
- calls cannot be made or received through the device;
- messages and notifications are not accessed;

- it is not used to record audio, photographs or video;
- it is not used to access social media or personal communications; and
- its use does not distract the practitioner from supervision or interaction with children.

Any smart watch or wearable device with a camera or other inappropriate imaging/recording capability must be removed and stored securely with the staff member's personal phone.

If Nature Nursery cannot be satisfied that a particular device can be used safely within these restrictions, the Manager may require it to be removed while children are present.

5. Other Personal Electronic Devices

Staff must not bring personal tablets, laptops, cameras or similar electronic devices into areas used by children.

Personal electronic equipment may be brought onto the premises for legitimate purposes during designated staff-training or administration days when no children are present, subject to the Manager's agreement.

Personal equipment must never be used to store or process children's information unless specifically authorised and managed in accordance with Nature Nursery's data-protection arrangements.

6. Nursery Mobile Phone

Nature Nursery maintains a nursery mobile phone for legitimate nursery communication and emergency purposes.

The nursery phone may be used where necessary to:

- make or receive essential nursery calls;
- contact parents/carers;
- contact emergency services;
- communicate during emergencies;
- support outings or emergency arrangements where appropriate; and
- conduct other authorised nursery business.

The nursery phone is not routinely used to photograph or video children.

Where exceptional circumstances require use of the nursery phone's camera for a legitimate safeguarding or operational reason, this must be authorised by the Manager and handled in accordance with Nature Nursery's safeguarding and data-protection procedures.

7. Nursery iPad

Nature Nursery has one authorised nursery iPad.

The iPad is controlled and managed by the Manager.

It may be used for legitimate nursery purposes, including appropriate photography and administration.

Children are not permitted to independently access the staff iPad.

The iPad must be appropriately password/passcode protected and access restricted to authorised users.

8. Photographs of Children

The nursery iPad is the primary authorised digital device for taking photographs of children for legitimate nursery purposes.

Photographs will only be taken:

- for an appropriate nursery purpose;
- in accordance with parental/carer permissions;
- where the image respects the child's dignity;
- using authorised nursery equipment; and
- in accordance with Nature Nursery's safeguarding and data-protection procedures.

Photographs will never be taken during intimate care, toileting or changing.

Nature Nursery will aim to keep the number of photographs and videos of children proportionate to their genuine purpose.

9. Uploading Photographs to Famly

Nature Nursery uses Famly as an approved nursery system.

The Manager has responsibility for managing and uploading appropriate photographs.

Where practicable, photographs will be uploaded after children have left the setting rather than practitioners spending unnecessary periods using digital devices while responsible for children.

This supports Nature Nursery's expectation that practitioners remain present, attentive and actively engaged with children.

Photographs and information must only be shared with appropriate recipients and in accordance with parental permissions, confidentiality and data-protection arrangements.

10. Thermal Instant-Print Camera

Nature Nursery's thermal instant-print camera is managed in accordance with the separate Screen Use and Digital Technology Policy.

Children may use the camera as an appropriately supervised creative resource.

Images are printed rather than retained as a digital photograph library.

Children must not take home printed photographs containing identifiable images of other children.

11. Parents and Carers

Personal mobile phone use by parents and carers is not permitted within Nature Nursery while children are present.

Parents/carers must not:

- take photographs;
- make video or audio recordings;
- make or receive routine calls;
- use video calling;
- use social media;
- photograph displays or records containing children's information; or
- otherwise use personal devices within areas occupied by children.

Where a parent/carer urgently needs to use their phone, they should speak to a member of staff and move to an appropriate area away from children or leave the premises temporarily.

12. Visitors, Contractors and Outside Agencies

The same restrictions apply to:

- visitors;
- contractors;
- maintenance personnel;
- visiting professionals;
- representatives from outside agencies; and
- any other person visiting Nature Nursery.

Personal mobile phones, cameras or recording devices must not be used while the person is within nursery areas where children are present.

Visitors will be informed of this requirement where appropriate on arrival.

Where a visiting professional requires a device for a legitimate professional purpose, this must be discussed with and authorised by the Manager before use.

Any authorised use must be necessary, proportionate and consistent with safeguarding, confidentiality and data-protection requirements.

13. Students and Volunteers

Students and volunteers are subject to the same personal-device restrictions as members of staff.

Personal phones must be stored securely and must not be used while the individual is working with or around children.

Students and volunteers must never photograph or record children using a personal device.

These requirements will form part of induction.

14. Emergency Personal Phone Use

Nature Nursery recognises that exceptional personal circumstances may occasionally mean a staff member needs to remain contactable.

Where this occurs, the member of staff should discuss the situation with the Manager.

Where appropriate, arrangements may be made for urgent communication to come through the nursery phone or another safe arrangement agreed by the Manager.

This avoids the need for personal phones to be carried while working with children.

15. Safeguarding and Confidentiality

No employee, student, volunteer or visitor may use an unauthorised device to photograph, record or store information about a child.

Staff must immediately report concerns involving:

- unauthorised photography;
- unauthorised recording;
- inappropriate device use;
- images of children on a personal device;
- inappropriate sharing of children's information;
- suspected misuse of nursery equipment; or
- any other device-related safeguarding concern.

Concerns must be reported to the Manager/Designated Safeguarding Lead immediately.

Where the concern involves the Manager, staff must follow Nature Nursery's safeguarding, allegations and whistleblowing procedures.

16. Breaches of This Policy

Any breach involving a member of staff, student or volunteer will be taken seriously.

Depending upon the circumstances, a breach may result in:

- immediate instruction to stop using the device;
- removal of the device from areas occupied by children;
- management investigation;
- safeguarding action;
- disciplinary procedures;
- referral to the Local Authority Designated Officer (LADO);
- notification to Ofsted where required;
- referral to the Disclosure and Barring Service where required; and/or
- involvement of the police or other statutory agencies where appropriate.

Nature Nursery will respond according to the nature and seriousness of the concern rather than treating all breaches identically.

17. Visitors Who Breach the Policy

Where a parent, visitor, contractor or visiting professional uses a personal device contrary to this policy, a practitioner will ask them to stop.

Where necessary, they may be asked to leave the area or premises.

Any suspected unauthorised photography, recording or safeguarding concern will be reported immediately to the Manager/ Designated Safeguarding Lead and managed under the appropriate safeguarding procedure.

18. Staff Responsibilities

All staff are responsible for following this policy and appropriately challenging or reporting unsafe device use.

The Manager will ensure that:

- staff understand the personal-device rules;
- new employees receive the policy during induction;
- students and volunteers understand the requirements;
- visitors are informed of restrictions where appropriate;
- authorised nursery equipment is managed securely;

- staff understand photography and confidentiality requirements;
- concerns are dealt with promptly; and
- the policy is reviewed following relevant statutory or guidance changes.

19. Relevant Policies

This policy should be read alongside Nature Nursery's:

- Safeguarding and Child Protection Policy;
- Screen Use and Digital Technology Policy;
- Staff Code of Conduct;
- Whistleblowing Policy;
- Allegations Against Staff / LADO Policy;
- Data Protection and Confidentiality Policy;
- Photography and Image Consent arrangements; and
- Visitors Policy.

Nature Nursery will have regard to the current Early Years Foundation Stage statutory framework and relevant Department for Education guidance.

Policy Monitoring

This policy will be reviewed annually and whenever:

Review triggers include:

- EYFS requirements change;
- government safeguarding or screen-use guidance changes;
- Nature Nursery introduces new technology;
- an incident or safeguarding concern indicates that procedures should be reviewed; or
- the setting's use of electronic devices changes.

Policy adopted	
Signed (Manager/Provider)	
Date	

Staff informed/briefed	
Next review	August 2027

[ADD NATURE NURSERY LOGO HERE]

NATURE NURSERY

Staff Code of Conduct & Professional Boundaries Policy

Effective from	1 September 2026
Review date	August 2027, or sooner following changes to statutory guidance or setting practice
Applies to	All employees, work-experience students, volunteers and other adults working on behalf of Nature Nursery

1. Purpose and Expectations

Nature Nursery expects all adults working within the setting to behave professionally, respectfully and in a way that safeguards children at all times.

Staff should provide warm, responsive and affectionate early-years care while maintaining clear professional boundaries. Children's welfare, dignity and individual needs are paramount.

All staff must be alert to conduct that may cause concern and must speak up rather than attempting to decide for themselves whether harm has occurred.

2. Professional Behaviour

Staff are expected to:

- treat children, families, colleagues and visitors with dignity and respect;
- model calm, kind and appropriate behaviour;
- work cooperatively as a team;
- follow safeguarding, health and safety, confidentiality and data-protection procedures;
- remain attentive and engaged while responsible for children;
- accept appropriate professional challenge; and
- report concerns about unsafe or inappropriate practice promptly.

Bullying, intimidation, discriminatory behaviour, humiliating treatment, aggressive conduct or retaliation against someone who raises a concern will not be tolerated.

3. Dress and Appearance

Staff must wear the Nature Nursery uniform T-shirt or jumper with comfortable, practical clothing suitable for active work with young children.

Shorts may be worn in warm weather but must be of an appropriate length. Clothing must not be overly revealing, offensive, unsafe or unsuitable for bending, lifting, sitting on the floor and outdoor play.

Footwear should be practical and safe for nursery duties. Staff should maintain appropriate standards of personal hygiene.

4. Language and Communication

Staff must communicate with children in a respectful, age-appropriate and supportive manner.

Swearing, threatening, degrading, humiliating, discriminatory, sexualised or otherwise inappropriate language must not be used around or towards children.

Staff must not make derogatory comments about a child or their family. Differences of opinion between adults should be handled professionally and away from children wherever possible.

5. Physical Contact, Cuddles and Comfort

Nature Nursery recognises that children from the age of two may need physical comfort, reassurance and affectionate care.

Appropriate cuddles, hand-holding and sitting on a practitioner's lap are not prohibited. Physical contact should be responsive to the child's needs, appropriate to the situation and never secretive, coercive or for the adult's own emotional gratification.

Staff should:

- respond sensitively when a child seeks comfort;
- respect a child's verbal and non-verbal indications that they do not want contact;
- avoid unnecessary or prolonged physical contact;
- avoid favouritism or repeatedly seeking particular children for physical closeness;
- ensure contact remains appropriate to the child's age, needs and circumstances; and
- report any physical-contact situation that causes concern or could reasonably be misunderstood.

6. Professional Boundaries and Favouritism

Staff must maintain appropriate adult-child boundaries and must not create exclusive, secretive or dependent relationships with individual children.

Staff must avoid:

- deliberately seeking unnecessary time alone with a particular child;

- showing inappropriate favouritism;
- giving secret or inappropriate gifts to an individual child;
- asking a child to keep secrets from parents/carers or staff;
- contacting children privately outside nursery arrangements;
- visiting a child's home socially as part of the nursery relationship; and
- transporting children privately outside an authorised nursery arrangement.

7. Toileting, Nappy Changing and Intimate Care

Children will be supported with toileting, nappy changing and personal care sensitively, respectfully and in accordance with their individual needs.

Nature Nursery operates from a large open main room. The toilet and nappy-change area is positioned to the side of this area. When intimate care is taking place during normal operation, another member of staff will ordinarily be nearby and within sight or hearing of the area, while the child's dignity and privacy are maintained.

Practitioners undertaking intimate care must:

- explain what they are doing in an age-appropriate way;
- encourage the child's independence where appropriate;
- respect the child's dignity;
- never photograph or record intimate care;
- never use personal devices;
- follow hygiene and infection-control procedures; and
- report any injury, disclosure, unusual mark, behaviour or concern in accordance with safeguarding procedures.

8. One-to-One Working

One-to-one interaction is a normal and necessary part of high-quality early-years care. Staff may support a child individually with toileting, changing, emotional regulation, learning or other care needs.

Where practicable, one-to-one care should take place within the setting's normal open and observable environment. Staff should avoid deliberately creating unnecessary secluded situations with a child.

9. Exceptional Lone Working

Occasionally the Owner/Manager may be the only practitioner remaining with a child, for example because a child is collected late or because of an unexpected staffing timing issue.

Where lone working occurs, the Owner/Manager will:

- inform another appropriate person that they are alone with the child where practicable;
- keep the nursery phone immediately accessible;
- remain within the normal nursery areas and maintain appropriate supervision;
- follow the late/uncollected-child procedure where relevant;
- avoid routine nappy changing or other intimate care while lone working where this can safely wait until assistance is available; and
- record and report any unusual incident or safeguarding concern.

A child's immediate health, safety and dignity must always take priority. If essential intimate care cannot reasonably be delayed without causing harm or significant distress, the necessary care will be provided safely and appropriately and a factual record made afterwards.

10. Mobile Phones, Smart Watches and Electronic Devices

Staff must comply with Nature Nursery's Mobile Phones, Cameras, Smart Watches & Electronic Devices Policy.

Personal phones are switched off or appropriately deactivated and stored securely in staff lockers while staff are working with children. Staff may use their personal phones during designated breaks in the staff room, away from children, and must return them to secure storage before resuming duties.

Permitted smart watches must meet Nature Nursery's device restrictions and be placed into airplane/offline mode while working with children. Personal devices must never be used to photograph, record or store information about nursery children.

11. Photography, Nursery iPad and Famly

Only authorised nursery equipment may be used for legitimate photographs or records of children.

The nursery iPad is the primary authorised digital photography device and is managed by the Owner/Manager. Appropriate photographs may be uploaded to Famly in accordance with parental permissions, safeguarding and data-protection procedures.

Staff must never copy nursery images to personal devices, personal cloud storage, personal messaging services or personal social-media accounts.

12. Social Media and Relationships With Parents

Staff are entitled to a private life and personal social-media accounts, but professional boundaries and confidentiality continue outside working hours.

Nature Nursery does not require staff to end genuine friendships that already exist with parents/carers. However, staff should not routinely initiate or accept new friend/follow requests from current nursery parents solely because of the nursery relationship.

Where a staff member and parent/carer are connected personally or on social media, the staff member must:

- maintain professional boundaries;
- not discuss other children, families, staff or confidential nursery matters;
- not share nursery photographs or information obtained through work;
- not use personal social media as the normal route for nursery business; and
- ensure official nursery communication remains through approved channels such as Family or nursery contact methods.

Any online contact or content that could undermine safeguarding, confidentiality or professional trust may be addressed under the appropriate nursery procedure.

13. Babysitting and Private Care Arrangements

Nature Nursery staff do not undertake private babysitting for families whose children currently attend Nature Nursery.

This rule is intended to protect professional boundaries and avoid conflicts between an employee's nursery role and private arrangements with families.

14. Gifts

Staff may accept reasonable gifts from families, such as chocolates, flowers or small Christmas/end-of-term gifts.

Cash gifts from parents/carers must not be accepted. Whole-team gifts may be shared fairly among the team.

Gifts or vouchers specifically intended for Nature Nursery may be used for nursery resources. Any unusually valuable or potentially inappropriate personal gift must be declared to the Owner/Manager before it is accepted.

15. Smoking and Vaping

Smoking and vaping are not permitted in or around the Nature Nursery site.

Staff must not smoke or vape while responsible for children or in a manner that exposes children to smoke, vapour or inappropriate modelling.

16. Alcohol, Drugs and Medication

Staff must never work while impaired by alcohol, illegal drugs or any substance that makes them unsafe to care for children.

Staff taking prescribed or over-the-counter medication that may affect their ability to safely undertake nursery duties must inform the Owner/Manager where relevant so that an appropriate risk assessment or adjustment can be considered.

Illegal substances must never be brought onto the nursery premises.

17. Confidentiality

Information about children, families and colleagues must be treated confidentially and shared only for legitimate professional, safeguarding or legal purposes.

Staff must not discuss confidential nursery matters in public places, on personal social media, with other parents, or with friends and family.

Safeguarding information must never be withheld merely because it is confidential. Information will be shared appropriately where necessary to protect a child.

18. Conduct Outside Work

Staff must understand that conduct outside work may be relevant to their suitability to work with children.

Staff must promptly disclose information that may affect their suitability in accordance with Nature Nursery's Safer Recruitment, DBS, Staff Suitability & Probation Policy and current EYFS requirements.

Online or offline behaviour that raises a safeguarding or suitability concern may be considered by Nature Nursery even where it occurred outside working hours.

19. Low-Level Concerns and Concerning Behaviour

Staff should report behaviour that feels inappropriate, inconsistent with this Code or causes unease, even where it does not appear to meet the threshold for an allegation of harm.

Examples may include:

- repeatedly seeking unnecessary time alone with a child;
- inappropriate or unnecessary physical contact;
- favouritism or repeatedly treating one child differently;
- blurring boundaries with a child's family;
- inappropriate language;
- misuse of nursery or personal electronic devices;
- breaching smoking or vaping rules; or
- repeated breaches of this Code of Conduct.

Lower-level does not mean unimportant. Concerns will be recorded and considered for patterns or escalation.

20. Reporting Concerns About Another Adult

Any safeguarding concern about another adult must be reported promptly to the Owner/Manager/DSL.

If the concern relates to the Owner/Manager/DSL, it must be reported to the Deputy Manager, who may use the appropriate external safeguarding route without the Owner/Manager's permission.

Staff must not investigate allegations themselves. Nature Nursery's Allegations Against Staff & Other Adults / LADO Policy and Whistleblowing (Speaking Up) Policy must be followed.

21. Whistleblowing and Speaking Up

Staff have a professional responsibility to challenge unsafe practice and speak up about genuine concerns.

No member of staff should remain silent because the concern involves a colleague, senior practitioner, the Owner/Manager or someone with whom they have a personal friendship.

Nature Nursery will not tolerate victimisation or detrimental treatment of a worker for appropriately raising a genuine concern.

22. Work-Experience Students and Volunteers

Work-experience students and volunteers must follow the relevant standards in this Code and will be informed of professional boundaries during induction.

They must be appropriately supervised and must not use personal devices to photograph or record children.

Any concern about their conduct will be reported and managed under Nature Nursery's safeguarding procedures.

23. Breaches of the Code

Breaches will be considered according to their seriousness and circumstances.

Action may include:

- informal management guidance;
- additional supervision or training;
- a formal management or disciplinary process;
- temporary changes to duties;
- safeguarding action;
- LADO consultation/referral;
- Ofsted notification where required;
- DBS referral where the legal conditions are met; or

- police/Children's Social Care involvement where appropriate.

A serious safeguarding breach may require immediate protective action.

24. Staff Responsibilities

All staff are responsible for:

- reading and following this Code;
- maintaining professional boundaries;
- protecting children's dignity and welfare;
- following nursery policies and reasonable management instructions;
- being open to appropriate challenge and reflective practice;
- reporting concerns promptly; and
- seeking advice whenever they are unsure whether conduct is appropriate.

25. Owner/Manager Responsibilities

The Owner/Manager will:

- model the standards expected in this Code;
- ensure staff receive appropriate induction and supervision;
- respond to concerns fairly and promptly;
- review patterns of low-level concerns;
- ensure safeguarding referrals and notifications are made where required;
- support a culture in which staff can speak up; and
- review this Code when statutory guidance or Nature Nursery's practice changes.

26. Related Nature Nursery Policies

This Code should be read alongside:

- Safeguarding and Child Protection Policy;
- Allegations Against Staff & Other Adults / LADO Policy;
- Whistleblowing (Speaking Up) Policy;
- Safer Recruitment, DBS, Staff Suitability & Probation Policy;

- Mobile Phones, Cameras, Smart Watches & Electronic Devices Policy;
- Screen Use and Digital Technology Policy;
- Intimate Care / Nappy Changing procedures;
- Attendance, Absence & Children's Welfare Policy;
- Data Protection and Confidentiality Policy;
- Staff Supervision procedures; and
- Disciplinary and Grievance procedures.

27. Policy Monitoring

Nature Nursery will review this Code annually and sooner following relevant EYFS or safeguarding changes, a significant incident, changes in technology or changes to setting practice.

Staff Declaration

I confirm that I have read and understood the Nature Nursery Staff Code of Conduct & Professional Boundaries Policy. I understand that I am responsible for following it and for raising safeguarding or professional-conduct concerns promptly.

Staff member name	
Signature	
Date	
Manager signature	
Next review	August 2027

[ADD NATURE NURSERY LOGO HERE]

NATURE NURSERY

Staff Supervision, Appraisal, Support & Professional Development Policy

Effective from	1 September 2026
Review date	August 2027, or sooner if statutory guidance or setting practice changes
Formal supervision	Termly
Annual appraisal	Once each year

1. Policy Statement

Nature Nursery is committed to supporting staff to provide safe, consistent and high-quality care and education. Effective supervision should provide support, coaching and training, promote children's interests, encourage teamwork and continuous improvement, and give staff a confidential opportunity to discuss sensitive matters.

Formal supervision is supported by an open and approachable day-to-day management culture. Informal conversations are valuable but do not replace planned, recorded supervision.

2. Who This Policy Applies To

This policy applies to employees who have contact with children and families. Relevant elements also apply to work-experience students and volunteers according to their role, length of placement and level of responsibility.

3. Nature Nursery's Supervision Arrangements

The Owner/Manager supervises all members of staff, including the Deputy Manager.

Formal one-to-one supervision will normally take place once each term. Meetings should be planned so that staff can speak privately and without unnecessary interruption.

If a planned supervision is missed because of absence, operational pressures or another genuine reason, it will be rearranged as soon as practicable rather than omitted.

4. Open-Door Support Between Meetings

The Owner/Manager works alongside the team and is available for day-to-day discussion, ideas and concerns. Staff also have regular informal opportunities to communicate, including during appropriate break/lunch periods.

Staff do not need to wait for a formal supervision or appraisal to request support, discuss a concern, suggest an improvement or ask for training.

5. Safeguarding Concerns Must Be Reported Immediately

A safeguarding concern must never be saved for the next supervision meeting.

Concerns about a child must be reported immediately in accordance with Nature Nursery's Safeguarding and Child Protection Policy. Concerns about the conduct of an adult must be reported under the Allegations Against Staff & Other Adults / LADO Policy or Whistleblowing (Speaking Up) Policy as appropriate.

Supervision provides an additional opportunity to reflect on safeguarding practice, but it is not a substitute for immediate reporting.

6. What Formal Supervision Will Cover

Supervision may include:

- children's development, wellbeing and individual needs;
- safeguarding or child-protection matters, while recognising that urgent concerns must already have been reported;
- concerns about families, colleagues or professional practice;
- workload, wellbeing and any support required to undertake the role safely and effectively;
- relationships, teamwork and communication;
- professional boundaries and the Staff Code of Conduct;
- practice strengths and areas for improvement;
- training already completed and learning applied in practice;
- future training or professional-development needs;
- support needed for children with SEND, medical needs, allergies or other additional needs;
- actions from previous supervision; and
- ideas for improving Nature Nursery's provision.

7. Confidentiality and Recording

Supervision is a professional and appropriately confidential process. Information will be shared only where there is a legitimate need, including safeguarding, legal, regulatory or management requirements.

A short written record will be completed for each formal supervision. It will record key discussion points, agreed actions, responsibilities and review dates where relevant.

The staff member and supervisor will have an opportunity to check the record. Records will be stored securely with appropriate access controls.

8. A Standard Safeguarding Prompt

Each formal supervision will provide staff with a clear opportunity to raise sensitive concerns. The supervision form includes the question:

“Is there anything about a child, family, colleague or practice within the nursery that you feel uncomfortable or concerned about?”

Where the response raises a safeguarding concern, the appropriate safeguarding procedure will begin immediately rather than waiting for the supervision process to conclude.

9. Training and Continuing Professional Development

Nature Nursery supports staff to undertake appropriate training and professional development so that practice continues to improve.

Training may be delivered through Noodle training or another suitable provider. Compulsory training will be supported by Nature Nursery through payment and/or agreed time off in lieu as appropriate.

Training needs may be identified through:

- changes to the EYFS or other statutory guidance;
- safeguarding updates;
- supervision or annual appraisal;
- observation and reflection on practice;
- a new child's individual or additional needs;
- SEND, medical, allergy or care requirements;
- an incident, near miss or identified area for improvement;
- new responsibilities or progression; or
- a staff member's own request or professional interest.

Staff may request relevant training at any time and do not need to wait for supervision or appraisal.

10. Applying Training in Practice

Completion of a course is not treated as the end of professional development. Staff are expected to understand and apply relevant learning in their day-to-day practice.

Where useful, supervision will consider what the practitioner learned, how it has been applied and whether further support or coaching is needed.

11. Mandatory and Role-Specific Training

Nature Nursery will maintain appropriate records of mandatory and role-specific training and renewal dates.

This includes training required by the EYFS or relevant to a person's role, such as safeguarding and paediatric first aid, together with additional training identified by the setting.

12. Annual Appraisal

Each member of staff will normally receive a formal appraisal once each year.

The annual appraisal will take a broader view of:

- performance and achievements during the year;
- strengths and positive contribution to the setting;

- progress against previous objectives;
- areas where support or development would be helpful;
- training and CPD completed;
- future training interests and career development;
- objectives or priorities for the next year; and
- any reasonable support needed to fulfil the role effectively.

The appraisal complements, rather than replaces, termly supervision.

13. Staff Wellbeing and Support

Nature Nursery recognises that staff wellbeing can affect their ability to provide safe and responsive care.

Staff are encouraged to speak to the Owner/Manager if workload, personal circumstances, team relationships or another issue is affecting their work. Appropriate support, adjustments, signposting or management action will be considered according to the circumstances.

Staff are not required to disclose private personal information beyond what is relevant to their role, safety, suitability or support needs.

14. Concerns About Performance or Conduct

Supervision may be used to identify and address practice that needs improvement, but staff should not be surprised by serious concerns that management has deliberately held back until a supervision meeting.

Where concerns involve capability, conduct, safeguarding or disciplinary matters, Nature Nursery will use the appropriate procedure and provide clear expectations and support.

15. Owner/Manager Reflective Practice

As Owner/Manager and DSL, the Manager is not supervised as an employee by another internal manager.

The Owner/Manager takes responsibility for ongoing reflective leadership and professional development. This includes monthly meetings/check-ins with other local nursery owners and managers to share good practice, discuss sector developments and reflect on leadership issues.

The Owner/Manager will also complete an annual management/DSL self-review covering training, safeguarding knowledge, professional development, setting priorities and areas for improvement.

Peer discussion does not replace confidential advice from the LADO, Children's Social Care, Ofsted, the local authority or another appropriate professional where a specific safeguarding or regulatory matter requires it.

16. Responsibilities of Staff

Staff are expected to:

- participate constructively in supervision and appraisal;
- raise safeguarding concerns immediately;
- be open to appropriate feedback and professional challenge;
- identify support or training needs;
- complete required training within agreed timescales;
- apply learning in practice;
- complete agreed actions; and
- raise concerns, ideas or requests between formal meetings whenever necessary.

17. Responsibilities of the Owner/Manager

The Owner/Manager will:

- plan and undertake termly supervision with staff;
- provide an appropriate confidential opportunity for discussion;
- keep proportionate written supervision and appraisal records;
- follow up agreed actions;
- support appropriate training and CPD;
- monitor mandatory training and renewal requirements;
- respond promptly to safeguarding or welfare concerns;
- encourage reflective practice, teamwork and professional challenge; and
- review the effectiveness of supervision arrangements.

18. Related Nature Nursery Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy;
- Staff Code of Conduct & Professional Boundaries Policy;
- Allegations Against Staff & Other Adults / LADO Policy;

- Whistleblowing (Speaking Up) Policy;
- Safer Recruitment, DBS, Staff Suitability & Probation Policy;
- Data Protection and Confidentiality Policy; and
- Disciplinary and Grievance procedures.

19. Policy Monitoring

This policy will be reviewed annually and sooner where EYFS requirements, safeguarding guidance, inspection expectations, staffing arrangements or Nature Nursery's practice changes.

Policy Sign-Off

Policy adopted	
Signed (Owner/Manager)	
Date	
Staff informed/briefed	
Next review	August 2027

NATURE NURSERY

Termly Staff Supervision Record

Staff member	
Role	
Supervisor	Owner/Manager
Date	
Next supervision due	

1. Check-in and wellbeing

How are things going? Is there anything affecting your wellbeing, workload or ability to carry out your role safely and effectively?

2. Children and practice

Any children you would like to discuss — development, behaviour, wellbeing, SEND, medical needs, allergies, transitions or additional support?

3. Safeguarding prompt

Is there anything about a child, family, colleague or practice within the nursery that you feel uncomfortable or concerned about?

4. Teamwork and professional boundaries

Any concerns or positives regarding teamwork, communication, professional boundaries or the Staff Code of Conduct?

5. Training and CPD

Training completed since the last meeting; what has been learned/applied? Any training or support requested?

6. Previous actions

Review actions from the last supervision. What has been completed and what remains outstanding?

7. Strengths and achievements

What has gone particularly well this term?

8. Ideas and improvements

Any ideas, resources, changes or improvements you would like Nature Nursery to consider?

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9. Agreed actions

Record clear actions, who is responsible and any target/review date.

Supervision Sign-Off

Signing confirms that this is an accurate summary of the supervision discussion. It does not prevent either person from adding a factual note if they disagree with part of the record.

Staff signature	
Date	
Supervisor signature	
Date	

Important: Any safeguarding concern identified during supervision must be acted upon immediately under the appropriate safeguarding procedure. Do not wait for the next meeting.

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Students, Work Experience & Volunteers Policy

Policy #25 | Safe placements, supervision, suitability and learning

Effective from	1 September 2026
Review date	August 2027, or sooner following safeguarding/DBS or EYFS change

Responsible person	Owner / Manager
Applies to	Students, work-experience learners, volunteers and staff supervising them

1. Purpose

Nature Nursery may occasionally welcome students, work-experience learners or volunteers where the arrangement is safe, purposeful and compatible with the needs of the children. Placements should support learning without reducing safeguarding standards, children's privacy or the quality of care.

Nature Nursery does not use students or volunteers as a substitute for appropriately recruited and deployed employees.

2. Core safeguarding principle

Every person in the setting is expected to protect children and follow nursery safeguarding procedures. A student, volunteer or learner must never be given access, responsibility or trust simply because another organisation has arranged the placement.

The Owner/Manager decides whether a placement can proceed, what checks are required, what duties are permitted and what level of supervision is necessary.

3. September 2026 DBS / regulated-activity change

From 1 September 2026, the previous supervision exemption from the definition of regulated activity with children has been removed. This means that a person who teaches, trains, instructs, cares for or supervises children often enough may be in regulated activity even when another adult supervises them.

Nature Nursery therefore assesses the actual activities and frequency of every student/volunteer role and obtains the legally appropriate DBS level, including a Children's Barred List check where the role is regulated activity and the check is permitted.

DBS eligibility is role-specific. The nursery will not request a higher level of DBS check than the law permits.

4. Before agreeing a placement

The Manager considers the proposed dates, age of the learner, course/placement purpose, likely activities, frequency, supervision needs, DBS eligibility, children currently attending and the staff capacity to support the placement.

A placement may be declined or postponed where safe supervision cannot be maintained, the placement would disrupt children's care, required checks/information are incomplete, or the nursery cannot provide a meaningful learning experience.

5. Information from the school, college or training provider

For a formal placement, Nature Nursery normally seeks sufficient information from the education/training provider to understand the learner's identity, course, objectives, dates, assessment requirements, named tutor/contact, safeguarding arrangements and any relevant support needs.

The nursery clarifies which organisation is responsible for required checks and confirms evidence rather than relying on assumptions.

6. Suitability and checks

The Manager applies the suitability requirements relevant to the individual's role and circumstances. This may include identity checks, DBS/barred-list checks where eligible/required, references or confirmation from the placement provider, suitability declarations and discussion of any relevant convictions, cautions, disqualification or safeguarding information.

Any concern about suitability is considered before the person is permitted to work with children. Ongoing suitability expectations apply throughout the placement.

7. People under 17

The EYFS does not allow anyone aged under 17 to be included in staff-to-child ratios, except apprentices who may be included from age 16 where all applicable EYFS conditions are met.

Anyone under 17 must not care for children unsupervised at any time. School-age work-experience learners are therefore additional to normal staffing and remain appropriately supervised.

8. Ratios and students/long-term volunteers

Nature Nursery normally plans staffing without relying on students or volunteers. If the Manager ever proposes to include an eligible student or long-term volunteer aged 17 or over in ratios, this will only occur where the current EYFS expressly permits it and every condition is met.

Under the 2026 EYFS, students and long-term volunteers aged 17 or over may only be counted at the level below their level of study where the provider is satisfied they are suitable, competent and responsible and they hold a valid and current paediatric first aid qualification.

Being present regularly does not automatically mean a student or volunteer can be counted in ratios.

9. Induction

Before meaningful contact with children, the student/volunteer receives a proportionate induction. This includes:

- the Safeguarding & Child Protection Policy and how to report a concern immediately;
- the identity of the DSL and alternative reporting route if the concern relates to the Owner/Manager;
- whistleblowing and allegations/LADO procedures;
- professional boundaries and appropriate physical contact;
- confidentiality, data protection and social media;
- mobile phone, smart watch, photography and device rules;

- fire/evacuation and emergency arrangements;
- health and safety, allergies, safer eating and relevant medical information;
- behaviour, emotional wellbeing and SEND expectations;
- toileting/intimate-care boundaries;
- attendance, sign-in/out and what to do if absent; and
- the limits of the learner's role and who is supervising them.

10. Personal devices and photography

Students and volunteers follow exactly the same personal-device restrictions as staff while working with children. Personal phones are switched off and stored as directed; smart watches must comply with nursery rules.

Students/volunteers must not photograph or record children on personal devices, copy nursery images, post information about the placement on social media, or use children's names/images in coursework unless the Manager has approved a lawful, appropriately anonymised arrangement with the training provider.

11. Confidentiality

Students and volunteers may become aware of private information about children, families or staff. They must keep this confidential and only discuss it with the appropriate nursery practitioner/tutor where there is a legitimate professional reason.

Safeguarding information must never be withheld because of confidentiality. Concerns are passed immediately to the DSL/Manager in accordance with nursery procedures.

Placement assignments should use anonymised information unless a different lawful arrangement has been explicitly agreed.

12. Supervision

A named member of staff oversees each placement. Supervision is active and proportionate to the learner's age, experience, competence, checks, activities and the children's needs.

A student/volunteer is never given a level of independence beyond what the Manager has authorised. Staff remain responsible for the children and must intervene immediately if practice is unsafe or inappropriate.

13. Intimate care and toileting

Students and volunteers do not routinely undertake nappy changing, toileting or other intimate care.

Observation of intimate care is not permitted simply for learning interest. Children's dignity and privacy take priority over placement objectives. Any exceptional involvement by an appropriately checked adult learner must be specifically authorised by the Manager, genuinely necessary to the placement/qualification, supported by suitable consent/arrangements, and supervised in accordance with the Intimate Care Policy.

14. Medication, first aid and medical procedures

Students and volunteers do not independently administer medication or carry out medical procedures unless they are formally authorised, appropriately trained/competent and the arrangement is lawful and consistent with nursery policy.

They should summon an employed practitioner immediately if a child is injured or unwell. A qualified learner's first-aid status does not transfer responsibility away from the nursery's normal procedures.

15. Mealtimes and choking safety

Students/volunteers may support routine mealtimes only under staff direction and after being told the relevant safer-eating and allergy arrangements. They must know which children have allergies or specific safety needs to the extent necessary for their role.

They are not left to supervise eating independently unless the Manager has expressly established that this is lawful, safe and appropriate to their role.

16. Behaviour and physical intervention

Students and volunteers use the nursery's positive, relationship-based approach. They must not shout at, shame, threaten, punish or use inappropriate physical handling with a child.

If behaviour creates immediate danger, the learner should call an employed practitioner rather than attempt physical intervention unless urgent action is necessary to prevent immediate harm.

17. Safeguarding concerns about a student or volunteer

Any allegation or concern that a student/volunteer has harmed a child, may have harmed a child, possibly committed a relevant criminal offence, poses a risk of harm, or may be unsuitable to work with children is reported immediately to the Owner/Manager and managed under the Allegations Against Staff & Other Adults / LADO Policy.

The placement provider is informed where appropriate, but Nature Nursery will not delay safeguarding action while waiting for a college, school or training provider to respond.

18. If the concern is about the Owner/Manager

A student/volunteer may report the concern to the Deputy Manager or directly to the appropriate external safeguarding agency. They do not need the Owner/Manager's permission to report a safeguarding concern.

19. Conduct and professional boundaries

Students and volunteers are role models while in the nursery. They use respectful language, dress practically and appropriately, follow instructions, maintain appropriate child-adult boundaries and do not arrange private babysitting or new personal/social-media relationships with current nursery families because of the placement.

Existing relationships are managed transparently and must not compromise confidentiality or professional judgement.

20. Attendance and punctuality

Students/volunteers attend the agreed sessions and notify the nursery promptly if absent or delayed. Formal placement learners should also follow their school/college reporting arrangements.

Repeated lateness, absence or failure to follow placement expectations may be discussed with the training provider and can result in the placement ending.

21. Learning, feedback and assessment

Nature Nursery aims to make formal placements constructive. Learners are encouraged to observe, ask appropriate questions, reflect on practice and gradually develop skills within authorised boundaries.

Staff may provide feedback or contribute to course assessments where agreed. Feedback is honest, child-centred and based on observed practice. Nursery staff will not sign evidence they have not witnessed or cannot verify.

22. Work experience

Short work-experience placements, including school-age learners, are observational and developmental. Learners are additional to staffing and are not placed in sole charge of children.

Activities are selected to be suitable for the learner's age and competence. Children's privacy, safeguarding and routines take priority over providing access to every aspect of nursery work.

23. Volunteers

Volunteer roles are clearly defined. The Manager decides whether the role is occasional or frequent, what activities it involves and therefore what safeguarding/DBS arrangements apply.

From September 2026, supervision alone does not prevent a frequent qualifying role from being regulated activity. The nursery reviews a volunteer's DBS eligibility if their frequency or duties change.

24. Visitors are different

A genuine visitor, contractor or professional attending for a limited purpose is not automatically treated as a student/volunteer. Visitor arrangements are risk assessed according to purpose, access and contact with children.

Visitors sign in and follow nursery safeguarding, device and supervision rules. A visitor must not drift into an informal volunteering role without the Manager reviewing the arrangement.

25. Ending a placement

The Owner/Manager may suspend or end a placement immediately where there is a safeguarding concern, serious breach of confidentiality or professional conduct, unsafe practice, dishonesty, failure to follow instructions, or inability to maintain safe supervision.

Less serious concerns may be addressed through feedback and an improvement plan where appropriate. The education/training provider is involved where relevant.

26. Records

Nature Nursery keeps proportionate records of placement dates, checks/assurances, induction, supervision arrangements and significant concerns. Records are handled in accordance with the Records, Confidentiality & Data Protection Policy.

DBS information is handled securely and only retained to the extent permitted/necessary.

27. Review

This policy is reviewed annually and sooner if EYFS, DBS, regulated-activity, safeguarding or qualification requirements change.

28. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: Regulated activity – removal of the supervision exemption, in force from 1 September 2026.
- Disclosure and Barring Service: Regulated activity with children and DBS eligibility guidance, September 2026.
- Ofsted: DBS checks for childcare providers who register with Ofsted, as applicable.
- Nature Nursery safeguarding, recruitment, staff conduct, intimate care and data-protection policies.

STUDENT / VOLUNTEER - STAFF QUICK GUIDE

- **ADDITIONAL BY DEFAULT:** Do not rely on a learner/volunteer for staffing unless the Manager has expressly confirmed all EYFS conditions.
- **UNDER 17:** Never count in ratios (except qualifying apprentices from 16) and never allow unsupervised care.
- **DBS:** Since 1 September 2026, supervision no longer removes a frequent qualifying role from regulated activity.
- **INDUCT:** Safeguarding, DSL route, phones/devices, confidentiality, fire, allergies and role limits before meaningful child contact.
- **SUPERVISE:** Match supervision to age, experience, checks, competence and activity.
- **NO PERSONAL PHOTOS:** No child images or records on personal devices/accounts.
- **INTIMATE CARE:** No routine nappy/toileting duties for students/volunteers.
- **CONCERN?** Report immediately. Do not wait for the college/school.
- **CHILDREN FIRST:** Placement objectives never override dignity, privacy, safety or wellbeing.

PLACEMENT / VOLUNTEER INDUCTION CHECKLIST

Check / topic	Completed / details	Initials / date
Identity / placement provider confirmed		
Role, dates and frequency agreed		
DBS eligibility/check position confirmed		
Named supervisor		
Safeguarding / DSL reporting		
Allegations / LADO / whistleblowing		
Staff conduct / boundaries		
Phones / smart watches / images		
Confidentiality / data protection		
Fire / emergency evacuation		
Health & safety / accident reporting		
Allergy / safer eating information		
SEND / behaviour expectations		
Intimate-care limits		
Medication / first-aid limits		
Attendance / sign-in/out		
Course objectives / assessment arrangements		

PLACEMENT REVIEW / CONCERN RECORD

Learner / volunteer	
Date / supervisor	
What is going well?	
Feedback / development points	
Any safeguarding, conduct or suitability concern?	
Action taken	
Training provider contacted?	
Improvement / support agreed	
Review date / outcome	
Manager sign-off	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

[Logo]

Staffing, Ratios, Deployment & Key Person Policy

Effective from	1 September 2026
Review date	August 2027, or sooner following EYFS, qualification or staffing change
Responsible person	Owner / Manager
Setting context	Private group-based preschool providing for children from age 2

1. Purpose

Nature Nursery deploys enough suitable, qualified and experienced adults to keep children safe, meet their individual needs and support high-quality learning. Statutory ratios are minimum requirements, not staffing targets.

The Owner/Manager considers the actual children, activities, environment and staff competence each day and increases staffing or changes deployment where the minimum ratio alone would not provide safe and effective care.

2. Current statutory ratios relevant to Nature Nursery

Nature Nursery admits children from age two. The current EYFS group-provider ratios relevant to our usual age range are:

- Children aged two: at least 1 member of staff for every 5 children.
- Children aged three and over: normally at least 1 member of staff for every 8 children where no person with an approved Level 6 qualification is working directly with the children.
- Children aged three and over: a 1:13 ratio may apply only where a person with an approved Level 6 qualification is working directly with the children and all applicable EYFS conditions are met.

The Manager checks the current EYFS before applying any alternative or exceptional ratio provision. The nursery's historic 1:4 ratio wording for two-year-olds is superseded by the current statutory 1:5 requirement.

3. Ratios apply to children present

Ratios are calculated according to the children actually present and their ages, not simply the number booked on the register. Staff deployment must remain safe throughout arrivals, departures, staff breaks, toileting, nappy changing, sleep/rest, meals, outdoor play and unexpected events.

A paper register is maintained and staff remain aware of the number and identity of children present.

4. Ratios are only one part of safe supervision

Meeting the numerical ratio does not by itself demonstrate adequate supervision. Staff must usually be within sight and hearing of children, and always within sight or hearing, while taking account of the activity, children's age, communication, SEND, behaviour, medical needs and environmental risks.

The open-room layout is used to support communication and oversight. Staff position themselves deliberately rather than clustering together.

5. Staff deployment

The Manager or delegated senior practitioner decides deployment according to the needs of the session. Deployment considers:

- number and ages of children present;
- qualifications and experience of staff;
- paediatric first-aid cover;
- children with medical, allergy, SEND or safeguarding needs;
- toileting/nappy changing and intimate-care arrangements;
- meal and choking-safety requirements;
- sleep/rest arrangements;
- indoor and outdoor areas in use;
- outings or visitors;
- staff breaks and unexpected absence; and
- whether any individual child requires closer or additional support.

6. Two-year-olds

For children aged two, the statutory minimum is one member of staff for every five children. At least one member of staff in the ratio must hold an approved full and relevant Level 3 qualification, and at least half of the remaining staff must hold an approved full and relevant Level 2 qualification, subject to the current EYFS qualification rules and permitted routes.

Nature Nursery may operate more generously than 1:5 where children's needs, activities or staffing circumstances require it.

7. Children aged three and over

Where no approved Level 6 practitioner is working directly with the children, the normal group-provider minimum is one member of staff for every eight children, with the applicable Level 3/Level 2 qualification requirements met.

The 1:13 provision is not treated as an automatic entitlement. The Manager confirms that an appropriately approved Level 6 practitioner is working directly with the children and that every current EYFS condition is satisfied before using it.

8. Mixed-age groups

Where children of different ages are together, the Manager calculates staffing carefully using the current EYFS rules and ensures the needs of the youngest and most vulnerable children remain safely met.

The nursery does not use a simplified average that produces fewer staff than the statutory framework permits.

9. Qualification checking

The Manager checks whether qualifications are approved as full and relevant using current Department for Education qualification requirements and the official early years qualification checking service/list.

A certificate being described informally as 'childcare', 'early years' or a particular level does not automatically mean it can be counted in EYFS ratios. Any additional requirements attached to a qualification must also be met.

Qualification evidence and the Manager's verification are retained appropriately in staff records.

10. Experience-based route and other permitted qualification routes

Where a practitioner relies on the experience-based route or another current permitted route to count at a qualification level, the Manager ensures all statutory conditions are met and records the basis on which the person is counted.

The nursery does not assume that experience alone allows a practitioner to count as Level 3.

11. Paediatric first aid and ratio status

Nature Nursery complies with the EYFS paediatric first-aid requirements that apply to newly qualified entrants and other staff whose qualification/ratio status is conditional on PFA.

Separately, at least one current full-PFA holder is on the premises and available whenever children are present; a full-PFA holder accompanies outings; and a full-PFA holder is in the room whenever children are eating.

12. Students, apprentices and volunteers

Students, apprentices and long-term volunteers are only counted in ratios where the current EYFS expressly permits this and all conditions are met. Nature Nursery normally plans its core staffing without relying on volunteers or short work-experience learners.

Anyone under 17 is not counted in ratios, except a qualifying apprentice from age 16 where the EYFS conditions are met. A person under 17 must not care for children unsupervised.

The Students, Work Experience & Volunteers Policy contains the detailed September 2026 DBS and regulated-activity arrangements.

13. Staff breaks

Breaks are planned so ratios, first-aid cover, mealtime requirements, supervision and children's individual needs remain safely met. A member of staff is not treated as available for ratio purposes if they are genuinely off duty and unavailable to supervise children.

If staffing becomes unexpectedly tight, breaks may be rearranged while ensuring staff welfare and employment obligations are respected.

14. Staff absence and unexpected shortages

If a practitioner is unexpectedly absent or delayed, the Manager reassesses numbers and deployment before accepting or continuing attendance arrangements.

Possible responses include calling in an available suitable employee, the Manager working directly with children, rearranging staff deployment, adjusting non-essential activities or, only where genuinely necessary, discussing safe attendance arrangements with affected families.

Nature Nursery will not knowingly operate outside statutory ratio or qualification requirements simply because staffing is inconvenient.

15. Opening, closing and occasional lone working

Nature Nursery avoids routine lone working with children. On rare occasions, such as a late collection or another practitioner being briefly delayed, the Manager may be alone with one child where this is safe and unavoidable.

The adult keeps the nursery phone available, ensures another appropriate person knows the situation where practicable, maintains safe visibility/access arrangements and avoids routine intimate care while lone working.

If essential intimate care is urgently required for health, dignity or safety, it is provided and recorded in accordance with the Intimate Care Policy.

16. Mealtimes

At least two staff are normally deployed for lunch at Nature Nursery. Adults sit with children and supervise eating closely. A current full-PFA holder is in the room whenever children are eating.

Deployment takes account of allergy management, choking risks and cross-contamination controls. Staff do not leave children eating without adequate direct supervision.

17. Sleep and rest

Where a child sleeps or rests, staffing remains sufficient for the rest of the group and the sleeping child. An adult remains in the main room and sleep is monitored in accordance with the Safer Sleep & Rest Policy.

Sleep arrangements do not reduce the nursery below required staffing levels.

18. Toileting and intimate care

Nappy changing/toileting is planned so the child's dignity is protected without leaving the wider group inadequately supervised. In Nature Nursery's open-room arrangement, another staff member remains nearby and within sight/hearing of the area as appropriate.

Staff communicate before stepping away from the main group for intimate care.

19. Outdoor play

Staff position themselves so outdoor areas are adequately covered, including entrances/exits and areas where sight lines may be reduced. The number of staff outdoors is based on risk and children's needs, not merely the total setting ratio.

Transitions between indoors and outdoors include name/headcount awareness so no child is inadvertently left behind.

20. Outings

Outing ratios are determined through the outing risk assessment and may be more generous than normal setting ratios. Nature Nursery's local walking outings use deliberate adult positioning at the front, middle and rear, with additional handholding/pair arrangements according to children's needs.

A current full-PFA holder accompanies the outing.

21. Children needing additional support

SEND, medical needs, behaviour, communication differences or safeguarding vulnerabilities may require enhanced supervision or additional staffing even where statutory ratios are numerically met.

Amy, the SENCO, supports planning where SEND is relevant. If Amy is not rostered and SENCO input is needed, she may attend additionally to provide observation, guidance, liaison or support, subject to safe staffing arrangements.

Additional support is reviewed according to the child's needs and should not unnecessarily restrict inclusion.

22. The key person

Every child is assigned a key person. Parents/carers are informed who the key person is and understand the role.

The key person helps ensure the child's care is tailored to meet individual needs, supports the child to become familiar with the setting, builds a settled relationship with the child and family, and offers a consistent point of communication.

The key-person approach does not mean only one practitioner knows or cares for the child. All staff remain responsible for safeguarding, wellbeing and continuity.

23. Key person and settling-in

Before and during settling, the key person learns about the child's routines, interests, communication, comfort, health, family context and any SEND or additional needs.

The key person provides reassurance and emotional availability while supporting the child to build secure relationships with the wider team so the child remains comfortable when the key person is absent.

24. Key person absence

If a key person is absent, another familiar practitioner takes responsibility for day-to-day continuity and communication. Important care or safeguarding information is never held only by the key person.

Longer absences or staffing changes may require the Manager to allocate a new key person in consultation with the family where appropriate.

25. Key person and parents/carers

The key person supports regular two-way communication about the child's learning, wellbeing and care. Significant information is recorded or shared with the wider team where necessary.

Professional boundaries remain in place: nursery communication uses appropriate nursery channels and the key-person relationship does not create a private babysitting or personal-service arrangement.

26. Key person and safeguarding

The key person may be well placed to notice changes in a child's presentation, attendance, behaviour, relationships or development. Any safeguarding concern is reported immediately through the Safeguarding & Child Protection Policy.

A key person must not investigate concerns or promise confidentiality to a child or parent.

27. Supervision of staff

The Manager remains responsible for ensuring practitioners are appropriately supervised, supported and deployed. Formal supervision, appraisal and ongoing day-to-day oversight are addressed in the Staff Supervision, Appraisal, Support & Professional Development Policy.

A qualification does not remove the need for active management, and an unqualified or less-experienced practitioner may require closer supervision even where they can lawfully be present within staffing arrangements.

28. Staff suitability

Only staff whose recruitment and ongoing suitability arrangements meet nursery and statutory requirements are deployed to work with children. New employees do not begin work with children before the required enhanced DBS check has been received in accordance with the September 2026 EYFS requirements.

Any change in suitability is reported and managed under the Safer Recruitment, DBS, Staff Suitability & Probation Policy.

29. Recording and monitoring

The Manager maintains sufficient staffing, qualification and deployment records to demonstrate compliance. These include staff qualification evidence, PFA status, recruitment/suitability records and attendance/rota information as appropriate.

Patterns of staff absence, deployment difficulty, incidents or near misses are reviewed to identify whether staffing arrangements need strengthening.

30. Exceptional circumstances

The EYFS contains limited flexibility in exceptional circumstances. Nature Nursery does not use exceptional provisions as a routine staffing model.

If the Manager considers an exceptional provision may be relevant, the exact current EYFS wording is checked first, children's safety and quality of care remain paramount, and the decision/rationale is recorded.

31. Review

This policy is reviewed annually and sooner following changes to EYFS ratios, qualification rules, PFA requirements, the nursery age range, staffing structure or significant incidents.

32. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: Early years qualification requirements and standards, current from 1 September 2026.
- Department for Education: Check an early years qualification / Early years qualifications list.
- Nature Nursery: First Aid, Students/Volunteers, Safer Recruitment, SEND, Intimate Care, Safer Eating, Outings and Staff Supervision policies.

STAFFING & RATIOS – MANAGER QUICK GUIDE

- 2-YEAR-OLDS: Minimum 1:5 — the old 1:4 wording is obsolete.
- 3+: Normally 1:8 unless the specific approved Level 6 / 1:13 conditions are met.
- MINIMUM, NOT TARGET: Add staff where children, activities or risks require it.
- QUALIFICATIONS: Verify full-and-relevant status using current DfE tools; do not rely on certificate titles alone.
- PFA: Check both general cover and any PFA condition attached to a practitioner's ratio status.
- BREAKS: Ratios and safe deployment must remain intact.
- STUDENTS/VOLUNTEERS: Do not count unless the Manager has confirmed every EYFS condition.
- SEND/MEDICAL: Increase support where individual need requires it.
- KEY PERSON: Every child has one, but the whole team must know what they need to know.
- SHORTAGE: Reassess immediately — never knowingly run below statutory requirements.

DAILY STAFFING / DEPLOYMENT CHECK

Date / session	
Children aged 2 present	
Children aged 3+ present	
Staff present / roles	
Ratio calculation checked	
Qualification requirements met	
Full-PFA cover confirmed	
Mealtime PFA deployment confirmed	
SEND / medical / allergy enhanced support needed	
Break cover	
Indoor / outdoor deployment	
Toileting / sleep considerations	
Outing / visitor / other changes	
Unexpected absence / action taken	
Manager check / initials	

STAFF QUALIFICATION / RATIO ELIGIBILITY RECORD

Staff member	
Qualification title / awarding body	
Level / award date	
DfE full-and-relevant check completed / evidence	
Additional requirements identified?	
Permitted ratio level	
PFA requirement / certificate expiry	
Experience-based or other route (if applicable)	
Restrictions / supervision needed	
Date last verified	
Manager initials	

KEY PERSON ALLOCATION / REVIEW

Child / DOB	
Start date	
Key person	
Family informed	
Settling information / important needs	
Backup familiar practitioner	
SEND / medical / safeguarding information appropriately shared?	
Review / change needed	
Manager / key person initials	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

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Staff Induction & Ongoing Competence Policy

Policy #28 | Safe induction, supported practice and continuous competence

Effective from	1 September 2026
Review date	August 2027, or sooner following significant EYFS or safeguarding change

Responsible person	Owner / Manager
Applies to	All employees; relevant elements also apply to students, volunteers and returning staff

1. Purpose

Nature Nursery provides a structured induction so every new practitioner understands how this nursery keeps children safe, meets the EYFS and works in practice. Induction is not treated as a folder-reading exercise: staff must be able to explain and apply procedures confidently.

Induction works alongside safer recruitment and the three-month probation/trial period. Recruitment checks establish suitability to begin employment; induction, observation, supervision and probation establish whether the practitioner can carry out the role safely and effectively.

2. Before a new employee starts

A new employee must not commence employment before the required enhanced criminal records check has been received in accordance with the September 2026 EYFS requirements. Nature Nursery also completes its recruitment, reference, identity, qualification and suitability processes under the Safer Recruitment Policy.

The Manager confirms the person's role, hours, qualification/ratio status and any limitations before deployment.

3. First-day priorities

Before a new practitioner is expected to take meaningful responsibility for children, the Manager or delegated experienced practitioner covers the essential safety information they need for that session.

- who the DSL is and exactly how to report a safeguarding concern;
- what to do if the concern is about the Owner/Manager;
- emergency evacuation, exits, assembly arrangements and how to summon help;
- children's allergies, emergency medication and significant medical needs relevant to their role;
- safer eating/choking arrangements and the requirement for appropriate PFA cover;
- register, collection/security and missing/uncollected-child procedures;
- personal phone, smart watch, camera and nursery-device rules;
- toileting/intimate-care arrangements and professional boundaries;
- how to report accidents, injuries, hazards and near misses; and
- who is supervising/supporting the new practitioner.

4. Safeguarding induction

Safeguarding is a core part of induction. All practitioners must receive training that meets the current EYFS Annex C criteria and must be supported to understand and implement Nature Nursery's safeguarding policy and procedures.

Induction includes recognising abuse, harm and neglect; changes in children's behaviour or wellbeing; responding to disclosures; recording and referring concerns; allegations about adults; whistleblowing; domestic abuse/coercive control indicators; online harm; FGM awareness; Prevent/radicalisation concerns; and professional conduct.

The Manager checks understanding through discussion and observed practice rather than relying only on a training-completion certificate.

5. Safeguarding training frequency

Nature Nursery ensures safeguarding training meeting the EYFS criteria is refreshed at least every two years. Annual Noodle safeguarding updates and other briefings are used between full training cycles to maintain current knowledge and respond to changes.

The DSL undertakes training appropriate to the lead role and current Annex C/local safeguarding-partner expectations.

6. Nursery policies and procedures

New staff are introduced to the policies relevant to their role and told where the current master policy pack is kept. Priority policies are discussed rather than simply issued for signature.

These include safeguarding, allegations/LADO, whistleblowing, staff conduct, devices, attendance/absence, missing/uncollected children, health and safety, fire, first aid, medicines, safer eating/allergies, sleep, intimate care, behaviour/wellbeing, SEND, outings, confidentiality/data protection and complaints.

7. Allergy and medical induction

Before supervising children, staff are shown the nursery's allergy identification arrangements, including the orange-lidded bottle system and child photo/allergy identification, and are told that these are visual safeguards rather than the sole source of medical information.

Staff are shown where individual allergy/medical information and emergency medication are kept. Information displayed or readily accessible is limited to what staff need for safety and positioned to reduce unnecessary access by parents, visitors or others.

The Manager ensures practitioners understand individual emergency plans and receive specific training before carrying out technical or medical procedures.

8. Safer eating and choking

Staff are inducted in safe food preparation/checking, choking hazards, seating and supervision, allergy/cross-contact controls and the rule that children do not share food.

A current full-PFA holder must be in the room whenever children are eating. Staff who are not yet confident with mealtime procedures are supported closely until the Manager is satisfied with their practice.

9. Paediatric first aid

The Manager records each practitioner's PFA status and expiry date. New staff are told who the current full-PFA holders are and where first-aid equipment is located.

Where PFA is required for the practitioner's qualification/ratio status, the Manager verifies that requirement before counting the practitioner accordingly.

10. Fire and emergency procedures

New staff are shown all relevant exits, the normal evacuation route, alternative exits, assembly arrangements and the setting's emergency roles. They understand that the nearest safe exit is used when necessary and nobody re-enters a dangerous building.

Staff participate in termly fire drills and their understanding is reviewed if practice identifies confusion or delay.

11. Health, safety and risk assessment

Induction covers daily safety awareness, security/visitors, hazardous substances, manual handling, equipment, indoor/outdoor risks, reporting defects, accidents and near misses.

Staff are expected to identify and communicate changing risks throughout the day rather than assume a written risk assessment removes the need for professional judgement.

12. Supervision and deployment

New practitioners learn how Nature Nursery deploys staff across its open-room environment and how to communicate before moving away from the group for toileting, changing, breaks or other tasks.

Ratios are statutory minimums. A new practitioner's legal ratio eligibility does not mean the Manager must immediately give them the maximum level of responsibility; deployment reflects actual competence and confidence.

13. Key person role

Where a new practitioner will become a key person, the Manager ensures they understand the role in supporting settling, individual care, learning, family communication and safeguarding.

A new employee may first shadow established key-person practice before being allocated children independently.

14. SEND and inclusion

Induction introduces the nursery's inclusive approach and identifies Amy as SENCO. Staff learn how to raise developmental concerns, contribute observations, make reasonable adjustments and support Assess-Plan-Do-Review arrangements.

Staff are expected to seek support rather than improvise approaches that could unnecessarily restrict a child's inclusion.

15. Behaviour, relationships and emotional wellbeing

New staff are shown Nature Nursery's relationship-based approach: warm interaction, co-regulation, clear boundaries, positive role modelling and developmentally appropriate expectations.

Shouting, humiliation, threatening, punitive isolation, inappropriate restraint and other harmful practices are not acceptable. Staff learn when behaviour may indicate SEND, unmet need or safeguarding concerns.

16. Intimate care

Before carrying out nappy changing or toileting support, staff are shown the actual area and nursery procedure. Children's dignity, consent cues, hygiene and safeguarding are emphasised.

The nursery's open-room arrangement means another practitioner remains nearby and within sight/hearing as appropriate. Routine intimate care is avoided during exceptional lone-working situations.

17. Digital conduct and confidentiality

Personal phones are switched off and stored in lockers while staff are working with children. Smart watches are kept in airplane mode. Nursery devices are used only in accordance with policy.

Staff learn how Family, the nursery iPad, photographs and paper records are handled. They must not access, copy, discuss or share information without a legitimate nursery purpose.

18. Parents, carers and professional boundaries

Staff are expected to be warm and professional with families. Nursery business is conducted through appropriate nursery channels.

Staff do not routinely initiate or accept new personal social-media connections solely because of a nursery relationship and do not babysit for current nursery families. Existing relationships are managed transparently.

19. Observation and supported practice

During induction/probation, the Manager and experienced team members observe the practitioner in normal work. Feedback may cover interaction quality, safeguarding awareness, supervision, teamwork, communication, routines, record keeping, inclusion and professional conduct.

Where a practitioner needs more support, the Manager provides coaching, demonstration, training or closer supervision and records significant development actions.

20. Three-month probation/trial period

Nature Nursery normally uses a three-month probation/trial period for new employees. This is an active assessment period, not an automatic waiting period.

The Manager considers attendance, reliability, safeguarding understanding, conduct, competence, relationships with children, teamwork, response to feedback and ability to follow nursery procedures.

Concerns are addressed promptly. Serious safeguarding or suitability concerns may require immediate action rather than waiting for the end of probation.

21. Induction review points

Induction is reviewed progressively. The Manager may use an initial first-day/first-week check, an early review and a probation review rather than trying to cover every topic at once.

A topic is only signed off when there is reasonable evidence the practitioner understands what is expected. Any remaining action is given an owner and completion date.

22. Training and CPD

After induction, staff continue professional development through Noodle, external training, team discussion, policy updates, coaching and learning identified through children's needs or observed practice.

Compulsory training is paid or compensated with time in lieu in accordance with nursery arrangements. Staff are encouraged to identify their own learning needs.

23. Supervision and appraisal after induction

The Owner/Manager supervises all staff, including the Deputy Manager. Formal supervision is planned termly where possible, supported by continuous day-to-day discussion and observation.

Annual appraisal reviews performance, development and objectives. Induction records feed into supervision and appraisal so unfinished development needs are not lost.

24. Returning staff and role changes

A practitioner returning after a substantial absence, or moving into a significantly different role, receives a proportionate re-induction. This includes changes to EYFS requirements, policies, children's needs, premises arrangements, safeguarding contacts and training.

Staff are not assumed to remain current simply because they previously worked at the nursery.

25. Policy changes and ongoing competence

When a significant policy or statutory requirement changes, the Manager explains the change to staff and checks that it is understood and applied. A signature alone is not evidence of competence.

The September 2026 EYFS changes, including safer sleep, screen use, banned dog breeds, volunteer DBS arrangements, staff suitability disclosure and allegation-notification changes, form part of current staff updating.

26. Concerns about competence or conduct

Where practice falls below expectations, the Manager distinguishes between a knowledge/skill gap, a conduct concern and a safeguarding/suitability concern so the response is appropriate.

Training or coaching is not used as a substitute for safeguarding action where a child may be at risk.

27. Students and volunteers

Students and volunteers receive a proportionate induction before meaningful child contact. Their induction, supervision and DBS arrangements are governed by the Students, Work Experience & Volunteers Policy.

They do not receive greater access or responsibility than their role, checks and competence justify.

28. Records

Nature Nursery keeps an induction record showing the topics covered, training/checks completed, observed competence, outstanding actions and review/sign-off. Training certificates and relevant evidence are retained in staff records.

Records are handled in accordance with the Records, Confidentiality & Data Protection Policy.

29. Review

This policy is reviewed annually and sooner following significant EYFS/safeguarding changes, a serious incident, inspection learning or identified weakness in induction practice.

30. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: EYFS Annex C – criteria for effective safeguarding training.
- Department for Education: Help for early years providers – summary of EYFS safeguarding requirements.
- Nature Nursery: Safer Recruitment; Safeguarding; Staff Conduct; Supervision; Staffing/Ratios; First Aid; Safer Eating; Medicines; Fire; SEND; Intimate Care; Data Protection policies.

NEW STARTER – FIRST DAY SAFETY CHECK

Essential item	Completed / notes	Initials / date
DSL / safeguarding reporting route		
Alternative route if concern is about Owner/Manager		
Fire exits / evacuation / assembly		
Register / collection / security		
Allergies / orange-lid & photo system / master information		
Emergency medication location		
Safer eating / choking / PFA at meals		
First-aid kit / PFA staff		
Phones / smart watches / photography		
Intimate care / toileting		
Missing / uncollected child procedure		
Accidents / hazards / near misses		
Confidentiality / Family / records		
Staff deployment / who is supervising starter		
Key children with urgent medical/ SEND information		

FULL STAFF INDUCTION CHECKLIST

Topic	Discussed/read	Competence / evidence	Date / initials
Safer recruitment / suitability checks complete			
Role description / hours / probation explained			
Qualification and ratio status verified			
Safeguarding policy and Annex C training			
Allegations / LADO			
Whistleblowing			
Staff Code of Conduct / boundaries			
Attendance / absence / missing & uncollected			
Mobile phones / cameras / smart watches			
Health & safety / risk assessment			
Fire / emergency procedures			
First aid / accidents			
Medicines / illness / infection prevention			
Allergy plans / safer eating / choking			
Safer sleep / rest			
Intimate care / toileting			
Positive behaviour / emotional wellbeing			
SEND / SENCO / inclusion			
Key person / settling			

Outings			
Records / confidentiality / data protection			
Complaints			
Parents/carers / working with agencies			
Screen use			
Oral health			
Training / supervision / appraisal arrangements			

PROBATION / INDUCTION REVIEW

Employee / role / start date	
Review date / reviewer	
Safeguarding understanding	
Supervision / safety awareness	
Relationships with children	
Professional boundaries / conduct	
Teamwork / communication	
Routines / record keeping	
SEND / inclusion / behaviour practice	
Training completed / outstanding	
Support or improvement actions / deadline	
Probation outcome / next review	
Employee and Manager signatures	

Policy sign-off

Owner/Manager signature	
Date / next review	Next review: August 2027 or sooner if required

NATURE NURSERY

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Special Educational Needs, Disabilities (SEND) & Inclusion Policy

Policy #19 | Named SENCO: Amy

Effective from	1 September 2026
Review date	August 2027, or sooner following significant change or new guidance
Responsible person	Owner / Manager
Named SENCO	Amy
SENCO availability	Amy provides additional attendance where needed to support/advice for a child, subject to safe staffing and agreed arrangements

1. Our commitment

Nature Nursery is committed to inclusive early education in which every child is welcomed, valued and supported to participate, develop and make progress. We recognise that children develop in different ways and at different rates, and that a child may need additional or different support for a short period or for longer.

We aim to identify emerging needs early, remove barriers wherever reasonably possible, work closely with parents/carers and seek specialist advice when this will help the child.

2. Legal and statutory framework

This policy is informed by the Early Years Foundation Stage (EYFS) statutory framework, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice: 0 to 25 years, and the Equality Act 2010.

Nature Nursery has arrangements to support children with special educational needs and/or disabilities and identifies a member of staff to act as Special Educational Needs Co-ordinator (SENCO). Our named SENCO is Amy.

3. The role of the SENCO

Amy leads and co-ordinates SEND practice within Nature Nursery, working closely with the Owner/Manager, key persons, the wider staff team, parents/carers and relevant outside professionals.

The SENCO role includes:

- supporting early identification of emerging or existing needs;
- helping staff observe, assess and understand children's strengths, needs and barriers to participation;
- co-ordinating the graduated approach of Assess, Plan, Do, Review;
- supporting staff to implement agreed strategies and reasonable adjustments consistently;
- working in partnership with parents/carers and ensuring their knowledge and views inform planning;

- helping to seek advice or referrals from relevant professionals/services, with appropriate consent unless safeguarding requires otherwise;
- supporting applications or processes relating to additional funding or EHC needs assessment where appropriate;
- supporting transition into, within and from Nature Nursery; and
- promoting inclusive practice and staff confidence across the whole setting.

SEND is not the responsibility of the SENCO alone. Every practitioner is responsible for inclusive practice and for implementing agreed support for the children they work with.

4. SENCO availability and continuity

Nature Nursery recognises that effective SEND support must not depend solely on whether the SENCO is rostered to work on a particular day. Where a child attending needs SENCO support or staff require Amy's advice, Amy may attend additionally to provide support, observation, guidance or liaison as needed.

The Manager ensures that this additional involvement is planned safely and that statutory staffing arrangements continue to be met. Where immediate day-to-day support is required and Amy is not present, staff follow the child's agreed plan and contact Amy/Manager for advice as appropriate. Urgent medical or safeguarding concerns are dealt with under the relevant emergency or safeguarding procedure and are not delayed while awaiting the SENCO.

5. Early identification

Early identification is a whole-team responsibility. Staff know children well through their key-person relationships, observation, interaction with families and assessment of learning and development.

A concern may arise because of a child's communication and interaction, cognition and learning, social/emotional development, sensory or physical development, medical needs, self-care, behaviour, progress or ability to participate. Staff avoid making assumptions or diagnosing conditions outside their professional competence.

Where a child appears to be making less than expected progress or experiencing barriers, staff consider the whole child and context, including attendance, health, language exposure, significant life events and the quality/accessibility of provision. English as an additional language is not in itself a special educational need.

6. Partnership with parents and carers

Parents/carers know their child best and are central to SEND decision-making. Concerns are discussed sensitively, focusing on the child's strengths as well as areas where support may help.

Parents/carers are involved in assessment, planning and review. We explain what support is proposed, listen to family priorities, share progress and agree next steps. Information is communicated accessibly and interpreters or other communication support are considered where needed.

7. The child's voice

Children are involved in decisions in ways appropriate to their age, development and communication. Their preferences, interests, comfort, responses and behaviour are treated as meaningful information.

Staff observe what helps a child engage, communicate, regulate and enjoy nursery life and use this knowledge when planning support.

8. Graduated approach: Assess – Plan – Do – Review

Where more formal SEN support is required, Nature Nursery uses the graduated approach. This is a continuous cycle that is refined as the team learns more about the child and what helps.

ASSESS

The SENCO and practitioners gather information from observations, developmental assessment, parents/carers, the child and, where relevant, other professionals. Strengths, needs, barriers and the impact on participation/progress are considered.

PLAN

The SENCO, key person/practitioners and parents/carers agree clear outcomes, adjustments, strategies and support. The plan identifies who will do what, how often, what success may look like and when progress will be reviewed.

DO

The child's key person and staff working with the child implement the agreed support as part of everyday provision. The SENCO supports staff with advice, modelling, resources and problem-solving. Support should be consistent while remaining responsive to the child.

REVIEW

Progress and the effectiveness of support are reviewed with parents/carers at agreed intervals and sooner if needed. The team considers what is working, what is not, the child's response and whether outcomes/support should continue, change, increase or reduce. The cycle then begins again as necessary.

9. Inclusive provision and reasonable adjustments

Nature Nursery aims to remove barriers through high-quality inclusive practice before assuming that a child must adapt to the environment. Reasonable adjustments are considered for disabled children so that they are not placed at a substantial disadvantage.

Adjustments may include changes to routines, environment, communication methods, visual support, sensory opportunities, resources, group size, adult support, access arrangements or the way an activity is offered.

We maintain high expectations while recognising that equitable support does not always mean treating every child in exactly the same way.

10. Individual plans and records

Where useful, an individual SEND/SEN Support plan records the child's strengths, needs, agreed outcomes, strategies, responsible adults and review arrangements. Plans are practical working documents and are shared with staff who need the information to support the child.

Records of observations, parent discussions, professional advice, plans and reviews are stored securely and handled in accordance with data-protection and confidentiality requirements.

11. Working with other professionals

With parental knowledge and consent where required, Nature Nursery may work with services such as health visitors, speech and language therapy, educational psychology, occupational/physiotherapy services, early years inclusion/advisory services, medical professionals and the local authority.

The SENCO helps ensure professional recommendations are understood and translated into realistic nursery practice. Where several services are involved, we aim for clear communication and joined-up planning.

12. Education, Health and Care (EHC) needs

Some children may require support beyond that ordinarily available through SEN support. Where appropriate, Nature Nursery contributes evidence to an Education, Health and Care (EHC) needs assessment or existing EHC plan process.

An EHC plan is not required before a child can receive SEN support at Nature Nursery. Support begins according to identified need and is reviewed through the graduated approach.

13. Medical needs, disability and SEND

A medical diagnosis or disability does not automatically mean a child has SEN, and SEN does not require a medical diagnosis. Where needs overlap, the SENCO works with the Manager, parents/carers and relevant professionals so that education, care, medication, safety and accessibility arrangements are coordinated.

Individual healthcare or risk-management arrangements are used where needed and cross-referenced with the Medicines, Illness & Infection Prevention and Health, Safety & Risk Assessment policies.

14. Behaviour and communication

Behaviour may communicate an unmet need, distress, sensory difficulty, communication barrier or developmental need. Staff seek to understand the function/context of behaviour and make appropriate adjustments rather than relying on punitive responses.

Where behaviour presents a safety risk, an individual support/risk plan may be developed with parents/carers and relevant professionals while maintaining the child's dignity and inclusion.

15. Safeguarding

Children with SEND may face additional barriers to recognising, communicating or reporting harm. Staff remain alert to changes in behaviour, presentation, communication and wellbeing and never assume that an injury or concerning behaviour is explained by a child's SEND.

Safeguarding concerns are acted upon under Nature Nursery's Safeguarding & Child Protection Policy. Seeking SEND advice must never delay a safeguarding referral.

16. Admissions and inclusion

Nature Nursery considers each child's needs fairly and works with families to understand what support or reasonable adjustments may be required. We do not discriminate unlawfully because of disability or SEND.

Where significant needs are known before admission, early planning with parents/carers and professionals helps establish appropriate staffing, training, environment, equipment and transition arrangements.

17. Transition

Transitions are planned carefully, including movement into Nature Nursery, changes of room/routine where applicable and transition to school or another setting. With appropriate consent and information-sharing arrangements, relevant SEND records and successful strategies are shared so that support can continue.

The child and family are prepared in ways suited to the child, for example through visits, photographs, visual supports, familiar adults or transition meetings.

18. Staff knowledge and development

The SENCO supports staff to develop confidence in inclusive practice. Training may be identified through children's needs, supervision, observation, professional advice, changes in guidance or staff request.

Specialist techniques are used only where staff have the knowledge, training or professional guidance needed to use them safely and appropriately.

19. Concerns or complaints

Parents/carers are encouraged to raise SEND concerns first with the child's key person, Amy as SENCO, or the Owner/Manager. We aim to resolve concerns collaboratively and promptly.

Formal complaints are handled under Nature Nursery's Complaints & Concerns Policy. A complaint relating to discrimination may also engage rights under the Equality Act 2010.

20. Review and monitoring

The Owner/Manager and SENCO review this policy at least annually and sooner where legislation, statutory guidance, local arrangements or Nature Nursery practice changes.

The effectiveness of SEND provision is considered through children's progress and participation, parent/carers feedback, staff reflection, the quality of Assess–Plan–Do–Review cycles and the impact of adjustments/support.

21. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education and Department of Health and Social Care: SEND Code of Practice: 0 to 25 years.
- Department for Education: Early years SENCO role description and Level 3 SENCO qualification specification.
- Children and Families Act 2014.
- Equality Act 2010.

SEND / INCLUSION - STAFF QUICK GUIDE

- **NOTICE:** Share emerging concerns promptly with the key person/SENCO; do not wait for a diagnosis.
- **STRENGTHS FIRST:** Record what the child can do, enjoys and responds well to as well as difficulties.
- **PARENTS:** Work with parents/carers from the start and listen to their knowledge of their child.
- **APDR:** Assess → Plan → Do → Review. Keep support practical, specific and regularly reviewed.
- **EVERYONE:** SEND support is not Amy's job alone; all staff implement agreed strategies consistently.
- **ADJUST:** Change the environment, communication or approach where this removes barriers.
- **AMY:** If SENCO input is needed on a day Amy is not normally in, additional attendance/support can be arranged.
- **SAFEGUARDING:** Never explain away a concern because a child has SEND; follow safeguarding procedures immediately.
- **RECORD:** Keep plans, reviews and professional advice confidential and up to date.

ASSESS – PLAN – DO – REVIEW RECORD

Child / DOB	
Key person / SENCO	
Date cycle started	
ASSESS – strengths, interests and what is working	
ASSESS – needs/barriers and evidence/observations	
Parent/carers views	
Child’s views/preferences/communication	
PLAN – agreed outcome(s)	
PLAN – adjustments/support / frequency	
DO – who will implement / how	
REVIEW date	
REVIEW – progress and impact	
Next steps / new cycle / external advice	

Policy sign-off

Owner/Manager signature	
SENCO (Amy) signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

Positive Behaviour, Relationships & Emotional Wellbeing Policy

Policy #20 | Supporting children with kindness, consistency and developmentally appropriate boundaries

Effective from	1 September 2026
Review date	August 2027, or sooner following significant change, incident or new guidance
Responsible person	Owner / Manager
Applies to	All children, staff, students and volunteers

1. Our approach

Nature Nursery supports children's behaviour through warm relationships, predictable boundaries, co-regulation, positive role modelling and developmentally appropriate teaching. We recognise that young children are still learning how to communicate needs, manage strong feelings, wait, share, negotiate, cope with frustration and understand the effect of their actions on others.

Behaviour is treated as communication and an opportunity for teaching and support. Children are never labelled as 'naughty', shamed or made to feel that difficult moments define who they are.

2. EYFS expectations

Nature Nursery follows the current Early Years Foundation Stage (EYFS), including requirements to support children's behaviour and emotional wellbeing appropriately, avoid harmful practices and promote emotional wellbeing.

Our practice also supports the EYFS areas of Personal, Social and Emotional Development and Communication and Language, helping children build secure relationships, self-regulation, confidence and consideration for others.

3. Positive relationships and role modelling

Adults set the emotional tone. Staff speak respectfully, remain calm wherever possible and model the behaviour they want children to learn.

- We notice and acknowledge kind, helpful, cooperative and persistent behaviour.
- We use clear, simple language and expectations suited to the child's age and understanding.
- We explain boundaries rather than relying on unexplained commands.
- We help children name feelings and find safe ways to express them.

- We model apologies, repair, turn-taking, problem-solving and respectful disagreement.
- We avoid sarcasm, ridicule, threats, humiliation and intimidating language.

4. Expectations and boundaries

Children need consistent boundaries that protect safety, wellbeing and the rights of others. Staff use a small number of understandable expectations and reinforce them consistently.

Where possible, staff tell children what they can do rather than focusing only on what they must stop doing. For example, 'feet stay on the floor' or 'hands are for helping' may be more useful than repeated negative commands.

Expectations are adapted to children's age, developmental stage, communication, SEND and individual circumstances without lowering essential safety boundaries.

5. Co-regulation and emotional wellbeing

Young children often need an emotionally available adult to help them regulate before they can reflect or solve a problem. Staff may reduce language, offer reassurance, provide space, sit nearby, use familiar calming strategies or redirect to a quieter activity.

Physical comfort such as a cuddle or sitting on an adult's lap may be offered or accepted where it is child-led or responsive to the child's need, appropriate, visible and consistent with Nature Nursery's Staff Code of Conduct & Professional Boundaries Policy.

A child is not expected to discuss or apologise while they are highly distressed. Teaching and repair take place when the child is sufficiently calm and receptive.

6. Responding to challenging behaviour

When behaviour is unsafe, disruptive or unkind, staff intervene promptly and proportionately.

- Make the situation safe and protect children from harm.
- Use calm, clear language and stop the unsafe action.
- Acknowledge feelings without accepting harmful behaviour.
- Support the child to regulate.
- Help children understand what happened at an age-appropriate level.
- Support repair, reconnection and an appropriate alternative behaviour.
- Consider what triggered or maintained the behaviour and whether the environment or adult response should change.

Consequences, where used, are immediate, proportionate and logically connected to the situation. They are not designed to frighten, shame or punish. For example, an item may be temporarily removed if it is being used unsafely while an adult helps the child learn how to use it safely.

7. Practices we do not use

Nature Nursery does not use corporal punishment and staff must not threaten corporal punishment. We do not use degrading, humiliating or frightening treatment.

We do not use:

- smacking, hitting, shaking, rough handling or any physical punishment;
- threats of physical punishment or abandonment;
- shouting at a child as a method of control, intimidation or humiliation;
- ridicule, name-calling, sarcasm or public shaming;
- withholding food, drink, sleep, toileting, comfort or essential care as a consequence;
- forced apologies or affection;
- isolation that leaves a young child unsupported or unsupervised; or
- punishments unrelated to the behaviour or beyond the child's understanding.

Nothing in this section prevents an adult from using necessary and proportionate physical intervention to prevent immediate injury or serious damage, as described below.

8. Physical intervention

Physical intervention is used only when necessary to prevent a child from injuring themselves or another person, or in exceptional circumstances to prevent serious damage, and only for as long as necessary. The least restrictive safe response is used.

Physical intervention must never be used as punishment or because an adult is angry or frustrated. Staff continue to speak calmly and protect the child's dignity.

Significant physical interventions are recorded and parents/carers are informed on the same day or as soon as reasonably practicable. Repeated need for intervention triggers review of the child's support, environment, staffing and risk-management arrangements.

9. Biting, hitting, pushing and other physical behaviour

Physical behaviour can occur in early childhood for many reasons, including limited language, sensory needs, frustration, impulsivity, tiredness, developmental stage or distress. Staff first attend to anyone who is hurt, then support all children involved.

Staff avoid labelling a child as a 'biter', 'bully' or 'aggressive child'. Repeated incidents are monitored for patterns and triggers and discussed with parents/carers. Individual support is planned where needed.

The identity of another child involved in an incident is not disclosed to families.

10. Bullying and repeated harmful behaviour

Because very young children are still developing social understanding and self-control, staff are careful about applying the label 'bullying'. However, repeated targeted harmful behaviour is taken seriously.

Staff protect the child experiencing harm, support the child displaying the behaviour, monitor patterns and work with families and the SENCO/other professionals where appropriate. Discriminatory words or actions are addressed promptly and in a developmentally appropriate way.

11. SEND, communication and additional needs

Behaviour may indicate communication difficulty, sensory need, developmental difference, anxiety, trauma, medical need or another barrier. Staff work with Amy, Nature Nursery's SENCO, where SEND may be relevant and follow the SEND & Inclusion Policy.

Reasonable adjustments and individual strategies may include visual support, reduced language, predictable routines, sensory regulation, changes to group size, additional preparation for transitions or closer adult support.

A child is not sanctioned for behaviour they cannot reasonably understand or control in the same way as a developmentally more able child.

12. Safeguarding and changes in behaviour

A significant or unexplained change in behaviour may be a safeguarding indicator. Staff remain professionally curious where a child becomes unusually withdrawn, fearful, distressed, sexualised, aggressive or otherwise markedly different.

Safeguarding concerns are recorded and passed directly to the DSL in accordance with the Safeguarding & Child Protection Policy. Behaviour strategies must never delay safeguarding action.

13. Supporting children after conflict

Once children are calm, staff help them reconnect and repair relationships. Depending on development, this may involve checking another child is okay, helping rebuild something, returning an item, practising different words or actions, or choosing a kind/helpful response.

Apologies are encouraged through modelling and understanding rather than demanded as a meaningless phrase. Adults may model: 'I'm sorry you were hurt. Let's see what we can do to help.'

14. Working with parents and carers

Nature Nursery works openly and respectfully with parents/carers. We share significant incidents and patterns, listen to what families observe at home and agree consistent, realistic strategies where helpful.

Discussions focus on behaviour rather than judging the child or family. Sensitive conversations take place privately rather than in front of other families or children.

Where behaviour is frequent, escalating or significantly affecting safety, learning or wellbeing, the Manager/SENCO may suggest a more formal support plan or advice from relevant professionals.

15. Individual behaviour/support plans

Where ordinary strategies are not sufficient, an individual support plan may be developed with parents/carers and, where appropriate, the SENCO and outside professionals. The plan should identify strengths, triggers, early signs, preventative strategies, communication approaches, safe responses and review arrangements.

Where behaviour presents a foreseeable risk of injury, an individual risk assessment may sit alongside the support plan. Plans are reviewed regularly and after significant incidents.

16. Recording incidents

Every minor disagreement does not require a formal incident record. Significant incidents, injuries, repeated patterns, discriminatory incidents, safeguarding concerns and significant physical intervention are recorded according to Nature Nursery procedures.

Records are factual, respectful and avoid emotive labels. They describe what happened, relevant context, adult response, outcome and any follow-up required.

17. Staff consistency, support and reflection

The Manager supports staff to reflect on behaviour practice through everyday coaching, supervision, team discussion and training. Staff should ask for support early if they are struggling with a child's behaviour or their own emotional response.

Staff hand over clearly so agreed strategies are consistent. Differences of professional opinion are discussed away from children and families.

Where an adult feels overwhelmed, another staff member should take over where possible so the child continues to receive calm, safe care.

18. Allegations or inappropriate adult behaviour

Any concern that a member of staff has harmed a child, used inappropriate physical intervention, humiliated a child or otherwise behaved in a way that may meet the allegations threshold is handled under Nature Nursery's Allegations Against Staff & Other Adults / LADO Policy.

Lower-level or practice concerns that do not meet that threshold are still addressed promptly through management, supervision, training or disciplinary processes as appropriate. Staff may also use the Whistleblowing Policy.

19. Equality and inclusion

Behaviour expectations and responses are applied fairly and without unlawful discrimination. Staff consider culture, language, disability, SEND, family circumstances and developmental differences while maintaining children's right to safety and respectful treatment.

Unkind or discriminatory language/actions relating to race, religion, disability, sex, family structure or other difference are challenged in a simple, educational and age-appropriate way.

20. Review

The Owner/Manager reviews this policy at least annually and sooner following significant incidents, patterns of concern, changes to statutory requirements or evidence that current practice is not supporting children effectively.

21. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: Summary of the EYFS safeguarding requirements, July 2026.
- Department for Education and Department of Health and Social Care: SEND Code of Practice: 0 to 25 years.
- Equality Act 2010.

POSITIVE BEHAVIOUR - STAFF QUICK GUIDE

- **CONNECT:** Stay calm, get close enough to support safely and use simple language.
- **SAFE:** Stop harmful behaviour immediately and protect everyone involved.
- **FEELINGS:** Acknowledge the feeling without accepting unsafe behaviour.
- **REGULATE:** Help the child calm before expecting reflection or problem-solving.
- **TEACH:** Show the child what they can do instead.
- **REPAIR:** Support reconnection naturally; do not force apologies or affection.
- **REFLECT:** Ask what the behaviour may be communicating and whether the environment/approach needs changing.
- **PATTERNS:** Share repeated or escalating concerns with the Manager/SENCO and parents/carers.
- **SAFEGUARDING:** Pass safeguarding concerns to the DSL immediately.
- **ADULT SUPPORT:** If you are becoming overwhelmed, ask a colleague to take over where possible.

BEHAVIOUR / EMOTIONAL WELLBEING SUPPORT RECORD

Child / DOB	
Date / staff involved	
What happened? (factual description)	
What happened immediately before?	
Child's communication / feelings / possible need	
Who was affected / any injury?	
Adult response	
What helped the child regulate?	
What alternative skill/behaviour was taught?	
Patterns / triggers noticed	
Parent/carer discussion	
SENCO / professional input required?	
Next steps / review date	

INDIVIDUAL POSITIVE SUPPORT PLAN

Child / key person / SENCO	
Child's strengths and interests	
Behaviour/need we are supporting	
Known triggers / early signs	
Preventative strategies / reasonable adjustments	
Communication / co-regulation strategies	
Safe response if behaviour escalates	
What to avoid	
Agreed with parent/carer / date	
Review date / outcome	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

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Admissions, Equality, Diversity & Inclusion Policy

Policy #23 | Fair access, inclusive practice and reasonable adjustments

Effective from	1 September 2026
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Review date	August 2027, or sooner following significant legal, funding or operational change
Responsible person	Owner / Manager
Named SENCO	Amy

1. Our commitment

Nature Nursery welcomes children and families as individuals. We aim to provide fair access to our provision and an environment in which every child is respected, represented, supported to participate and able to develop a secure sense of belonging.

Admissions and day-to-day practice are managed consistently with the Early Years Foundation Stage (EYFS), the Equality Act 2010, SEND duties and other applicable legal and funding requirements.

2. Scope

This policy covers enquiries, applications, allocation of available nursery places, settling and continued attendance, as well as equality, diversity, inclusion and reasonable adjustments throughout a child's time at Nature Nursery.

It should be read alongside the SEND & Inclusion Policy, Parents & Carers Partnership and Working with Other Agencies Policy, Safeguarding & Child Protection Policy, Positive Behaviour, Relationships & Emotional Wellbeing Policy and Records, Confidentiality & Data Protection Policy.

3. Age range and available places

Nature Nursery provides early years care and education for children from age two, subject to registration conditions, available places, safe staffing, staff qualifications and the needs of the children attending.

The nursery will not promise a place until availability and the proposed attendance pattern have been confirmed. Capacity decisions take account of the EYFS statutory staffing requirements and the nursery's ability to deploy staff safely.

4. Enquiries and applications

Families are given clear information about the nursery and are encouraged to discuss their child's needs before admission. Relevant information may include health conditions, allergies, medication, SEND, communication needs, toileting/intimate-care needs, dietary requirements, family circumstances, safeguarding considerations and any professional involvement.

The purpose of asking for this information is to plan safe and inclusive provision, not to screen out children who may need additional support.

5. Allocation of places

Where demand exceeds available places, the Owner/Manager applies the nursery's current published admissions arrangements consistently and keeps an appropriate record of decisions where necessary.

Considerations may include the sessions genuinely available, the requested attendance pattern, the child's age in relation to the nursery's registered provision, continuity for children already attending and any other transparent operational criteria adopted by the nursery.

No criterion may be applied in a way that unlawfully discriminates against a child or family.

6. Equality and protected characteristics

Nature Nursery does not unlawfully discriminate, harass or victimise because of a protected characteristic. We value diversity in children, families and staff and challenge prejudice, stereotyping and discriminatory behaviour.

In early years practice this includes respecting and positively representing differences in disability, race, religion or belief, sex, family composition and other aspects of identity and background, while applying the Equality Act accurately to the circumstances and age group concerned.

7. Disability and reasonable adjustments

Nature Nursery considers reasonable adjustments for disabled children and parents/carers so that they are not placed at a substantial disadvantage in accessing or participating in the service.

A child must not be refused admission simply because they are disabled or because support is required. Where a disability gives rise to particular care or safety needs, the nursery considers what reasonable adjustments, training, equipment, deployment, professional advice or funding could enable safe inclusion before reaching a decision.

Any decision that a requested arrangement cannot reasonably or safely be provided must be individual, evidence-based and proportionate. The Manager records the relevant factors and, where appropriate, seeks advice rather than relying on assumptions about a diagnosis or disability.

8. SEND and admission

Children with SEND are welcomed in accordance with the nursery's SEND & Inclusion Policy. Amy, the SENCO, is involved before admission where early planning would help the child settle safely and successfully.

The nursery works with parents/carers and relevant professionals to understand strengths, needs, successful strategies and reasonable adjustments. A diagnosis or EHC plan is not required before the nursery can identify needs and begin a graduated response.

Where additional funding or specialist advice may be available, the nursery supports appropriate applications/referrals and does not delay reasonable day-to-day support unnecessarily.

9. Medical needs, allergies and medication

Medical needs or allergies do not automatically prevent admission. Before the child starts, the nursery gathers enough information to assess safe arrangements, including emergency action, medication, staff training, food/allergy controls and any individual healthcare information required.

Complex needs may require a planned start date so that appropriate training, medication, equipment or professional advice is in place. Any such planning should be purposeful and not an unnecessary barrier to attendance.

10. Toileting and intimate care

Children are not required to be toilet trained before admission. Toileting, continence or nappy needs are treated with dignity and may require reasonable adjustments where linked to disability or development.

Staff follow the Intimate Care, Nappy Changing & Toileting Policy and agree any individual arrangements with parents/carers.

11. Language, culture and family identity

Children learning English as an additional language are welcomed and supported. Speaking another language is not treated as a developmental deficit.

The nursery seeks information about pronunciation of names, home languages, cultural and religious practices and other family preferences that may be relevant to care and participation. Resources and experiences should enable children to see a range of people, families, cultures and abilities represented naturally and respectfully.

12. Religion, belief and celebrations

Nature Nursery respects the religion and beliefs of children and families, including families with no religion. Activities are planned in an inclusive way and should not stereotype or present one family experience as the default.

Where families request adjustments connected with religion or belief, the nursery considers them fairly alongside safety, the EYFS, the rights of others and the practical operation of the setting.

13. Inclusive curriculum and environment

Inclusion is more than admission. Staff adapt the environment, routines, communication, resources and teaching so that children can participate meaningfully.

- Resources reflect diverse people, families, cultures and abilities without tokenism.
- Staff use respectful language and pronounce children's names correctly.
- Activities are adapted rather than routinely excluding children who need support.
- Visuals, gestures, modelling, additional processing time or alternative communication are used where helpful.
- Children are supported to develop empathy, kindness and respect for difference.
- Discriminatory language or behaviour is addressed promptly and developmentally appropriately.

14. Behaviour and inclusion

Children are not labelled as 'naughty' or excluded from ordinary nursery experiences simply because behaviour is difficult. Staff consider communication, development, SEND, sensory needs, emotional wellbeing, trauma/stress, health and environmental triggers.

Where behaviour creates a safety concern, the nursery uses proportionate risk management and individual support planning while continuing to pursue inclusion. Any restriction is kept under review and must not become an informal exclusion without proper consideration and communication.

15. Safeguarding and equality

Safeguarding applies equally to every child. Staff remain alert to the possibility that disability, communication differences, family circumstances or discrimination can make it harder for a child to communicate concerns or be believed.

Cultural or religious explanations do not override safeguarding duties. Equally, staff avoid stereotyping families or treating cultural difference itself as a safeguarding concern.

16. Settling-in arrangements

Settling is planned with the family and responds to the child rather than applying a rigid one-size-fits-all approach. Information from home helps staff understand comfort, communication, routines and relationships.

Where a child needs additional support, the nursery may use extra visits, visual information, a phased approach or other reasonable arrangements, provided these support rather than unnecessarily delay access.

17. Funded early education and childcare

Where Nature Nursery offers government-funded early education or childcare entitlements, places are administered in accordance with current national and Portsmouth local-authority funding conditions.

Families are given clear information about what is funded and any genuinely optional charges or additional services. Eligibility and funding arrangements are kept separate from decisions about a child's worthiness or suitability for inclusion.

18. Fees and attendance arrangements

Fees, notice arrangements, funded hours, additional services and attendance patterns are set out in the nursery's current parent terms/contract or fee information. This policy does not override those contractual arrangements.

The nursery seeks to apply terms consistently. Where disability or another protected matter is relevant, the Manager considers whether a reasonable adjustment or other legal consideration affects how a term should be applied.

19. Information before a child starts

Before admission is complete, Nature Nursery obtains the information needed by the EYFS and for safe care. This includes required identity/contact information and relevant details about health, allergies, emergency contacts, collection arrangements and other needs.

Parents/carers are expected to provide accurate information and update the nursery promptly when circumstances change.

20. Confidentiality

Information disclosed during an enquiry or admission is handled confidentially in accordance with the Records, Confidentiality & Data Protection Policy. Sensitive information is shared internally only with staff who need it to plan or provide safe care.

If information indicates a safeguarding concern, normal confidentiality may be overridden by the need to protect a child.

21. When the nursery believes it cannot meet a requested arrangement

Where there is a genuine concern about whether a proposed arrangement can be delivered safely or reasonably, the Manager does not make an immediate diagnosis-based refusal. The nursery considers:

- the individual child's actual needs and strengths;
- reasonable adjustments and alternative ways of providing access;
- staff deployment, qualifications and appropriate training;
- available professional advice and support;
- relevant funding or equipment;
- the impact on the safety and welfare of the child and others; and
- whether any proposed restriction is necessary and proportionate.

The family is involved in discussion. Decisions and reasons are recorded where appropriate, and the family is signposted to relevant advice or complaints routes if they disagree.

22. Ending or reducing a place

A child's place will not be ended or reduced simply because the child has SEND, a disability, medical needs or behaviour associated with an unmet need.

Where serious and persistent concerns arise, Nature Nursery works with the family, SENCO and relevant professionals, reviews reasonable adjustments and support, and considers safeguarding and safety. Any decision to alter or end attendance must comply with applicable equality, contractual, funding and safeguarding obligations and should be a last resort after appropriate review, unless an immediate legal/safety issue requires urgent action.

23. Complaints

A parent/carer who believes an admissions or equality decision has been handled unfairly should raise the matter with the Owner/Manager under the Complaints & Concerns Policy.

Complaints involving discrimination may also engage rights under the Equality Act 2010. The nursery will cooperate with lawful regulatory or external processes.

24. Review and monitoring

The Owner/Manager reviews admissions and inclusion practice for patterns that could indicate unintended barriers. Staff observations, family feedback, complaints, SEND experience and changes in law/guidance are used to improve practice.

This policy is reviewed at least annually and sooner if legislation, EYFS requirements, Portsmouth funding arrangements or nursery provision changes.

25. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Equality Act 2010.
- Equality and Human Rights Commission: Equality Act 2010 Code of Practice for services, public functions and associations (current applicable guidance/code).
- SEND Code of Practice: 0 to 25 years.
- Portsmouth City Council: current early years funding, SEND and Family Information Service guidance.

ADMISSIONS & INCLUSION - MANAGER QUICK CHECK

- **PLACE AVAILABLE?** Confirm age range, sessions, staffing and capacity before offering.
- **ASK TO PLAN, NOT EXCLUDE:** Gather medical, SEND and care information to prepare support.
- **NO DIAGNOSIS-BASED REFUSALS:** Consider the individual child and reasonable adjustments.
- **SENCO:** Involve Amy early where SEND planning would help.
- **TOILETING:** Toilet training is not an admission condition.
- **MEDICAL/ALLERGY:** Plan safe arrangements and training rather than assuming a child cannot attend.
- **EQUALITY:** Apply admissions criteria consistently and watch for unintended disadvantage.
- **RECORD:** Keep a clear rationale for complex refusal, restriction or reduction decisions.
- **REVIEW:** If needs change, reassess support and adjustments before considering ending/reducing a place.

ADMISSION & INCLUSION PLANNING RECORD

Child / DOB	
Requested start date / sessions	
Parent/carer contacts	
Health / allergy / medication needs	
SEND / communication / developmental information	
Toileting / intimate-care needs	
Professional involvement / advice	
Reasonable adjustments considered	
Training / equipment / environmental changes needed	
Funding/support to explore	
SENCO input	
Agreed settling/start arrangements	
Review date / outcome	
Manager decision / rationale	

COMPLEX ADMISSIONS / ACCESS DECISION RECORD

Child / date	
Requested arrangement	
Concern / barrier identified	
Evidence considered	
Parent/carers views	
SENCO/professional advice	
Reasonable adjustments considered	
Alternatives considered	
Safety/welfare assessment	
Decision and proportionate rationale	
Review / next steps / signposting	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

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Parents & Carers Partnership and Working with Other Agencies Policy

Effective from	1 September 2026
Review date	August 2027, or sooner following significant change or new guidance
Responsible person	Owner / Manager
Applies to	All staff, children, parents/carers and partnership work with relevant professionals/agencies

1. Our commitment

Nature Nursery recognises parents and carers as children's first and most enduring educators. Strong, respectful relationships between home and nursery help us understand each child as an individual and provide consistent care, learning and support.

We also recognise that no single practitioner or service always holds the complete picture of a child's needs. Where appropriate, we work constructively with other early years providers, schools, health professionals, SEND services, the local authority, children's social care, police and other relevant agencies.

2. EYFS expectations

The Early Years Foundation Stage (EYFS) requires providers to maintain records, obtain and share relevant information as appropriate, and enable a regular two-way flow of information with parents/carers. Where a child attends more than one provider, relevant information should also flow between providers so that the child's needs are met.

Nature Nursery balances partnership and confidentiality. Information is shared lawfully, proportionately and on a need-to-know basis, with safeguarding taking priority where a child may be at risk.

3. Welcoming families

Partnership begins before a child's first session. Families are encouraged to share information about their child's routines, interests, communication, health, development, culture, family circumstances, previous experiences and any support needs that will help the child settle and thrive.

We aim to make communication welcoming and accessible. Staff avoid assumptions about family structure, culture, language, disability or parenting arrangements and use the names and relationships families ask us to use, subject to safeguarding and legal requirements.

4. Key person relationship

The child's key person helps build a consistent relationship between the child, family and nursery. The key person supports settling, shares relevant information about the child's experiences and development and listens to information from home.

Parents/carers may also speak directly with the Manager, SENCO or another appropriate practitioner. Important information must not be left solely with one member of staff if others need it to keep the child safe or provide consistent care.

5. Everyday two-way communication

Nature Nursery encourages regular, proportionate communication rather than unnecessary paperwork. Information may be exchanged face-to-face, by Family, telephone or another agreed nursery communication method.

Useful information may include:

- changes to health, medication, allergies, sleep, toileting or wellbeing;
- changes in collection arrangements or emergency contacts;
- significant family circumstances that may affect the child;
- attendance, absence and expected return;
- new interests, achievements or learning at home and nursery;
- behaviour, emotional wellbeing or changes in presentation;
- SEND concerns, strategies and professional advice; and
- information needed to support transitions or continuity between settings.

6. Children's learning and development

Parents/carers are invited to contribute observations, comments and information about their child's learning and development. Nature Nursery shares meaningful information about progress and interests and avoids turning partnership into a burdensome tracking exercise.

Where requested and appropriate, parents'/carers' comments may be incorporated into children's records in line with the EYFS.

7. Concerns about development or wellbeing

Where staff identify an emerging concern, it is discussed sensitively with parents/carers unless doing so would place the child or another person at increased safeguarding risk.

The discussion focuses on the child's strengths, what has been observed, what the family sees at home and what support or next steps may help. Amy, the SENCO, is involved where SEND may be relevant, in accordance with the SEND & Inclusion Policy.

8. Working with another early years provider

If a child attends more than one early years setting, Nature Nursery seeks to establish proportionate communication with the other provider where this will support continuity, learning, SEND arrangements, health or safeguarding.

Information shared is relevant to the child's needs. Parents/carers are kept informed where appropriate, but safeguarding information may be shared without consent where there is a lawful basis and this is necessary to protect the child.

9. Working with schools and transitions

When a child moves to school or another setting, Nature Nursery supports a positive transition by sharing relevant information about learning, development, SEND, medical needs and successful strategies in accordance with consent, safeguarding and data-protection requirements.

Where helpful, staff may liaise with receiving practitioners, contribute to transition meetings or support visits. Sensitive records are transferred securely and only to people with a professional need to receive them.

10. Working with health and SEND professionals

Nature Nursery may work with health visitors, speech and language therapists, educational psychologists, occupational or physiotherapy services, medical professionals, early years inclusion/advisory services and other specialists where appropriate.

Parents/carers are normally involved in and informed about this work. Where consent is required, it is obtained before information is shared or a referral is made. Professional recommendations are considered alongside the nursery's observations and the family's knowledge of the child.

11. Integrated and developmental reviews

Where a child is eligible for developmental or integrated review arrangements, Nature Nursery contributes relevant early years knowledge and works with parents/carers and health professionals as appropriate.

The aim is joined-up support: identifying needs early, agreeing what will happen next and reviewing whether support is making a difference so that a child does not fall between services.

12. Safeguarding and multi-agency working

Safeguarding is a shared responsibility. Nature Nursery works with Portsmouth safeguarding services, children's social care, police, health and other agencies when needed to protect children and promote their welfare.

Staff are proactive in recording and sharing relevant safeguarding information. A lack of parental consent does not prevent sharing where there is another lawful basis and sharing is necessary and proportionate to safeguard a child.

Where safe and appropriate, families are kept informed and involved. However, Nature Nursery will not alert a parent/carer before seeking safeguarding advice or making a referral where doing so could increase risk, compromise an investigation or place a child or another person at risk.

Detailed referral and escalation arrangements are contained in the Safeguarding & Child Protection Policy.

13. New safeguarding information-sharing duty

Nature Nursery keeps its safeguarding information-sharing arrangements under review in light of the Children's Wellbeing and Schools Act 2026 and associated statutory guidance applying from September 2026. Where Nature Nursery falls within a designated education or childcare category subject to the duty, it will share relevant information for safeguarding and welfare purposes in accordance with that duty, applicable information standards and data-protection law.

The Manager ensures that any new national requirements, including use of a consistent child identifier where legally applicable, are incorporated into procedures as implementation guidance is finalised and applies to the setting.

14. Meetings and professional discussions

Nature Nursery contributes constructively to relevant professional meetings, assessments and reviews. Staff attending are prepared with factual information, observations, the child's strengths and needs, actions already tried and any concerns.

Parents/carers are involved wherever appropriate. Staff distinguish clearly between fact, direct observation, information received from others and professional opinion.

Professional disagreement is handled respectfully. If Nature Nursery believes a child remains at risk or needs are not being addressed, the Manager/DSL follows appropriate escalation procedures rather than allowing disagreement to delay support.

15. Consent and information sharing

Consent is sought where it is the appropriate basis for the proposed activity or sharing, particularly for routine referrals/support where there is no safeguarding reason to proceed without it.

Consent is not treated as an absolute requirement for every form of information sharing. Nature Nursery considers the purpose, necessity, proportionality, lawful basis, child's welfare and any risk created by seeking or withholding consent.

Staff follow the Records, Confidentiality & Data Protection Policy and do not promise absolute confidentiality to a parent, child or professional where information may need to be shared to keep someone safe.

16. Confidentiality between families

Partnership with one family does not entitle them to confidential information about another child or family. Staff discuss incidents and concerns in a way that protects third-party information.

Sensitive conversations take place privately wherever possible. Staff do not discuss families where other parents, visitors or children can overhear.

17. Parents/carers who live separately

Nature Nursery handles information and communication according to parental responsibility, court orders, safeguarding information and the child's welfare. Staff do not take sides in family disputes.

Parents/carers should provide the nursery with relevant legal documentation or changes that affect collection, contact or information-sharing arrangements. Where circumstances are complex, the Manager may seek professional advice before disclosing information.

18. Communication needs and accessibility

Nature Nursery aims to make important information understandable and accessible. Where a parent/carer has communication, literacy, language, sensory or other access needs, reasonable steps are considered so they can participate meaningfully.

Children should not be used as interpreters for sensitive, safeguarding, medical or complex professional discussions.

19. Respectful partnership and boundaries

Parents/carers and staff are expected to communicate respectfully, even where views differ. Staff remain professional and follow the Staff Code of Conduct & Professional Boundaries Policy.

Personal friendships or social-media relationships do not replace official nursery communication routes. Important nursery information, concerns, complaints and safeguarding matters must be handled through appropriate professional channels.

20. When partnership becomes difficult

Nature Nursery aims to resolve misunderstandings early through calm discussion. Parents/carers can raise concerns with the key person, Manager or through the Complaints & Concerns Policy.

Abusive, threatening, discriminatory or intimidating behaviour towards staff, children or other families is not accepted. The Manager may set proportionate communication or access arrangements to protect safety while continuing to meet the child's needs and legal obligations.

21. Records of partnership work

Significant discussions, referrals, professional advice, agreed actions and reviews are recorded where necessary. Records are factual, proportionate and stored securely.

Routine friendly exchanges do not require unnecessary recording. The purpose of documentation is to support the child, demonstrate decisions/actions and ensure continuity, not to create paperwork for its own sake.

22. Review

The Owner/Manager reviews this policy at least annually and sooner following changes to the EYFS, safeguarding information-sharing law/guidance, local multi-agency arrangements or Nature Nursery practice.

23. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- Department for Education: Working Together to Safeguard Children 2026.
- Children's Wellbeing and Schools Act 2026 and associated information-sharing requirements/guidance, as applicable.
- Department for Education: Working in partnership with parents and carers.
- Department for Education: Integrated reviews guidance.
- UK GDPR and Data Protection Act 2018.

PARTNERSHIP WORKING - STAFF QUICK GUIDE

- **LISTEN:** Parents/carers know their child well; invite and value their information.
- **TWO-WAY:** Share meaningful nursery information and encourage relevant updates from home.
- **RECORD:** Record significant concerns, decisions, referrals and agreed actions — not every routine conversation.
- **SEND:** Involve Amy/SENCO where developmental or SEND support may be needed.
- **OTHER SETTINGS:** Share relevant information to support continuity when a child attends more than one provider.
- **PROFESSIONALS:** Be factual, prepared and child-centred in meetings and referrals.
- **CONFIDENTIALITY:** Share only what is relevant; protect information about other children/families.
- **SAFEGUARDING:** Do not let consent or confidentiality concerns delay necessary safeguarding sharing.
- **ESCALATE:** If another service does not respond adequately to risk, speak to the DSL/Manager and follow escalation procedures.

PROFESSIONAL / AGENCY CONTACT RECORD

Child / DOB	
Date / time	
Professional / agency / contact details	
Reason for contact	
Parent/carer informed / consent position	
Information shared by Nature Nursery	
Information/advice received	
Actions agreed	
Who is responsible for each action	
Timescale / review date	
Follow-up completed / outcome	
Staff initials / Manager-SENCO-DSL review	

PARENT / CARER PARTNERSHIP RECORD

Child / date	
Reason for discussion	
Child's strengths / positives	
Parent/carers views and information	
Nursery observations / information shared	
Agreed actions / support	
SENCO / professional involvement needed?	
Information-sharing / consent notes if relevant	
Review / follow-up date	
Outcome / further action	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

[Logo]

Records, Confidentiality & Data Protection Policy

Policy #21 | UK GDPR, Data Protection Act 2018 & EYFS record keeping

Effective from	1 September 2026
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Review date	August 2027, or sooner following a data incident, significant change or new guidance
Responsible person	Owner / Manager
Applies to	Children, parents/carers, staff, applicants, volunteers, visitors and other identifiable individuals whose information is processed

1. Purpose

Nature Nursery handles personal information every day in order to provide safe, effective early education and childcare. We are committed to keeping information accurate, relevant, secure and confidential while sharing it appropriately when this is necessary for a child's care, learning, safeguarding or a legal/regulatory requirement.

This policy replaces historic references to the Data Protection Act 1998. Nature Nursery works in accordance with current UK data-protection law, including the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018.

2. EYFS record-keeping requirements

The EYFS requires providers to maintain records and obtain/share relevant information with parents/carers, professionals, police, children's social care and Ofsted as appropriate so that the setting is safely and efficiently managed and children's needs are met.

Records must be accessible when needed but confidential information about children and staff must be held securely and only available to people with a right or professional need to see it. Staff must understand children's privacy and confidentiality.

Nature Nursery supports a regular two-way flow of information with parents/carers and, where relevant, with another provider attended by the child.

3. Data-protection principles

Nature Nursery processes personal data in accordance with the core data-protection principles. Personal information will be:

- used lawfully, fairly and transparently;
- collected for clear and legitimate purposes;
- limited to what is adequate, relevant and necessary;
- kept accurate and updated where necessary;
- kept for no longer than is necessary for the purpose, subject to legal, safeguarding, insurance and other legitimate retention needs;
- kept appropriately secure; and
- managed in a way that allows Nature Nursery to demonstrate accountability.

4. What information we may hold

Depending on the person and purpose, records may include:

- child and parent/carer names, addresses, dates of birth and contact details;
- parental responsibility, collection permissions and emergency contacts;
- attendance and absence information;
- health, allergy, medication, dietary, SEND and disability information;
- learning, development, observations, assessments and transition information;
- accident, incident, first-aid and intimate-care records;
- safeguarding concerns, referrals and child-protection chronology;
- photographs or other authorised nursery images;
- funding/entitlement and statutory census information;
- complaints and correspondence;
- staff recruitment, references, suitability, DBS-related information, qualifications, training, supervision, appraisal, attendance and employment records; and
- supplier, professional, visitor or other business contact information.

5. Special category and sensitive information

Some information requires particular protection, including health information and other special category data. Safeguarding records are also highly sensitive even where their legal classification varies according to content.

Access is restricted according to role and need. Staff do not discuss confidential information in public areas, on personal social media, with friends/family, or with colleagues who have no professional need to know.

6. Lawful basis and consent

Nature Nursery identifies an appropriate lawful basis for each purpose for which personal data is processed. Depending on the activity, this may include legal obligation, performance of a contract, legitimate interests, vital interests, public task where applicable, or consent.

Consent is not automatically the correct data-protection basis simply because information concerns a child. In particular, consent is not required as a data-protection basis where information must be shared lawfully to safeguard a child.

Where Nature Nursery relies on consent for a specific optional use, it should be freely given, specific, informed and capable of being withdrawn. Withdrawal does not make earlier lawful processing unlawful.

7. Privacy information

Parents/carers, staff and other relevant individuals are provided with appropriate privacy information explaining what personal data Nature Nursery uses, why it is used, the lawful basis, who it may be shared with, how long it is normally retained, individual rights and how to raise a concern.

Privacy information is reviewed when processing changes materially. This policy supports, but does not replace, a suitable privacy notice.

8. Children's core records

Nature Nursery records the information required by the EYFS for each child, including the child's full name, date of birth, and required parent/carer details. We also maintain the information necessary to contact parents/carers and safely meet the child's needs.

Parents/carers are asked to tell us promptly when contact, medical, collection, parental-responsibility or other important information changes.

9. Paper records

Nature Nursery uses paper records for some functions. Confidential child safeguarding records and staff records are kept in locked storage with controlled access. Safeguarding concerns are maintained as confidential individual child-protection records under the child's name, with chronology where appropriate.

Paper records should not be left unattended where children, visitors or unauthorised adults can view them. Documents awaiting disposal are destroyed securely rather than placed in ordinary waste where confidential information could be recovered.

10. Electronic records and Famly

Electronic information is accessed only through authorised accounts/devices and appropriate passwords or access controls. Nature Nursery uses Famly for relevant nursery communication and record functions and limits access according to role and operational need.

Staff must not share account passwords or leave logged-in systems accessible to unauthorised people. Suspected unauthorised access must be reported to the Manager immediately.

The nursery iPad and nursery phone are used in accordance with the Mobile Phones, Cameras, Smart Watches & Electronic Devices Policy and Screen Use & Digital Technology Policy. Personal devices must not be used to store nursery child records or images.

11. Photographs and images

Images are personal data where a person can be identified. Nursery photographs are taken, stored, uploaded, shared and deleted in accordance with Nature Nursery's permissions, privacy information and device policies.

The nursery iPad is used for authorised photographs and the Manager uploads appropriate images to Family after children have left. Children's instant-print camera activity is managed so that images are not digitally retained; photographs involving other children are not taken home.

Images must never be copied to personal devices or personal cloud/social-media accounts.

12. Information displayed for safe care

Some information needs to be immediately visible to staff to protect children, for example allergy or medical alerts near eating/care areas. Nature Nursery balances this safety need with confidentiality by displaying only the information staff need to act safely and positioning it to reduce unnecessary viewing by visitors or other families.

The Manager periodically reviews visible medical/allergy information to ensure it remains necessary, accurate and proportionate.

Any printed allergy or medical list is positioned for staff access rather than general parent/visitor viewing. Only the minimum information necessary for safe care is displayed; fuller individual plans remain securely held but readily available to practitioners who need them.

13. Sharing information with parents/carers

Parents/carers are routinely given information about their own child's care, learning and wellbeing. Information about another child or family is not disclosed simply because the children were involved in the same event.

For example, after a biting or physical incident, each family may be told what is relevant to their own child without being given the identity or confidential details of another child.

14. Access to a child's records

Parents/carers have rights in relation to information about their child, but disclosure is not automatic merely because an adult has parental responsibility. Nature Nursery considers the child's best interests, the requester's authority, safeguarding concerns, the rights of other people and any applicable legal exemptions before releasing information.

Formal requests for personal data are treated as subject access requests where applicable and handled within the statutory timescale. The Manager may seek advice from the Information Commissioner's Office or professional/legal advisers where a request is complex.

15. Safeguarding information sharing

Data protection law does not prevent proportionate information sharing to safeguard children. Staff must not allow fear of breaching confidentiality or data protection to delay action where a child may be at risk.

Safeguarding information is shared on a need-to-know basis with appropriate agencies or professionals. Where it is safe and appropriate, families may be informed about sharing, but consent is not required where there is another lawful basis and sharing is necessary to protect a child.

Safeguarding records are kept separately/securely and access is tightly controlled. When a child moves setting, relevant safeguarding information is transferred securely to the appropriate safeguarding lead in line with current guidance and local procedures.

16. Sharing with professionals, other settings and authorities

Information may be shared where relevant and lawful with another early years provider/school, health professionals, SEND services, the local authority, children's social care, police, Ofsted, funding/census authorities and other agencies involved with the child.

Only information relevant to the purpose is shared. Staff check recipients carefully before sending confidential information and use secure methods appropriate to the sensitivity of the material.

17. Staff confidentiality

Staff receive information about children and families because of their professional role. This duty of confidentiality continues after employment, placement or volunteering ends.

Staff may discuss information internally where there is a genuine professional reason, including safeguarding, SEND, supervision or continuity of care. Gossip or curiosity is never a legitimate reason for accessing or discussing records.

Staff employment and supervision information is also confidential and is shared only where there is a lawful/professional need.

18. Data accuracy

Staff record information factually, clearly and promptly. Opinions or professional judgements are identified as such and should be supported by relevant observations or information.

If inaccurate personal data is identified, it is corrected where appropriate while preserving any record that must remain as an audit trail. Parents/carers and staff are encouraged to tell the Manager when their information changes.

19. Retention and disposal

Data-protection law does not set one universal retention period for nursery information. Nature Nursery keeps each category of personal data only for as long as there is a documented operational, statutory, safeguarding, insurance, contractual or other legitimate need.

EYFS records relating to individual children are retained for a reasonable period after the child leaves. Certain records may need to be kept longer because of separate legal requirements, safeguarding considerations or limitation/insurance needs.

Nature Nursery maintains or adopts a retention schedule appropriate to its records. When the retention period ends, paper and electronic information is securely destroyed/deleted unless a lawful reason requires continued retention.

20. Data security

- Locked storage is used for confidential paper records.
- Electronic systems are password/access controlled.
- Access is limited to people who need the information for their role.
- Sensitive information is not left visible to unauthorised people.
- Recipients and attachments are checked before sending messages.
- Sensitive information is shared using appropriately secure methods.
- Personal devices/accounts are not used for nursery records or images.
- Lost paperwork/devices, misdirected messages or suspected unauthorised access are reported immediately.

21. Personal data breaches

A personal data breach includes accidental or unlawful loss, destruction, alteration, unauthorised disclosure of, or access to personal data. Examples include sending information to the wrong person, losing confidential paperwork or a device, inappropriate access, or accidentally disclosing another child's information.

Any suspected breach must be reported to the Owner/Manager immediately. The Manager contains the incident where possible, records what happened, assesses risk to individuals and decides whether notification to the Information Commissioner's Office and/or affected individuals is legally required. Advice is sought where necessary.

22. Staff training and accountability

Staff receive appropriate confidentiality and data-protection information during induction and updates as required. The Manager reinforces expectations through supervision, policies and day-to-day practice.

Deliberate or reckless misuse of confidential information may be treated as a disciplinary matter and, where appropriate, a safeguarding concern or reportable data breach.

23. Transfers and transitions

When a child leaves Nature Nursery, relevant learning, SEND, medical and safeguarding information is transferred lawfully and securely to the appropriate receiving setting/professional where necessary. Parents/carers are kept informed where appropriate.

Records are not simply handed over in bulk without considering purpose, relevance, safeguarding and the rights of other people whose information may appear within them.

24. Complaints and rights

Questions about how Nature Nursery uses personal information should be raised with the Owner/Manager. Individuals may have rights including access, rectification, erasure, restriction, objection and data portability depending on the processing and circumstances; not every right applies in every case.

Individuals may complain to the Information Commissioner's Office if they remain concerned about the handling of their personal data.

25. Review

The Owner/Manager reviews this policy at least annually and sooner following a significant data incident, change in systems, new processing activity or change to statutory/data-protection guidance.

26. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026.
- UK General Data Protection Regulation (UK GDPR).
- Data Protection Act 2018.
- Information Commissioner's Office: Data protection guidance for early years settings and small organisations.
- Information Commissioner's Office: Sharing data to safeguard children guidance.
- Department for Education: Information sharing advice for safeguarding practitioners.

CONFIDENTIALITY & DATA PROTECTION - STAFF QUICK GUIDE

- **NEED TO KNOW:** Only access or discuss information you need for your role.
- **SECURE:** Lock paper records and protect electronic accounts/passwords.
- **CHECK:** Verify recipients before sending confidential information.
- **PERSONAL DEVICES:** Never store nursery child records or images on personal phones/accounts.
- **PARENTS:** Share information about their own child, not another child/family.
- **SAFEGUARDING:** Data protection does not prevent necessary safeguarding information sharing.
- **VISIBLE MEDICAL INFO:** Display only what staff need for safe care and reduce unnecessary public visibility.
- **BREACH:** Wrong recipient, lost paperwork/device or unauthorised access? Tell the Manager immediately.
- **DISPOSE:** Confidential records must be securely destroyed when their approved retention period ends.

PERSONAL DATA BREACH RECORD

Date/time discovered	
Reported by / to	
What happened?	
People/data affected	
Special category/safeguarding data involved?	
Immediate containment action	
Likely consequences / risk to people	
Further action taken	
ICO notification required? Decision/reason	
Individuals notified? Decision/reason	
Learning / prevention actions	
Manager review / closure date	

RECORD RETENTION SCHEDULE - MANAGER TEMPLATE

Complete and maintain this schedule for the record categories Nature Nursery actually holds. Retention periods should be based on applicable statutory, safeguarding, insurance, contractual and operational requirements rather than a single blanket period.

Record category	Purpose / lawful basis	Storage/location	Retention period & rationale	Secure disposal method
Child core records				

Attendance				
Accident/incident				
Medication				
Safeguarding				
SEND/support plans				
Learning/development				
Complaints				
Staff/recruitment				
Training/supervision				
Photographs/digital records				
Other				

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required

NATURE NURSERY

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Complaints & Concerns Policy

Policy #15 | Group-based preschool (children aged 2+)

Effective from	1 September 2026
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Review date	August 2027, or sooner if requirements or practice change
Responsible person	Owner / Manager
Applies to	Parents/carers, staff and anyone raising a concern about Nature Nursery

1. Our approach

Nature Nursery welcomes open, respectful communication with parents and carers. Most questions or concerns can be resolved quickly through an early conversation, and we encourage families to raise matters as soon as possible. Raising a concern will never adversely affect a child's care, inclusion or relationship with the setting.

We take complaints seriously, investigate fairly and use feedback to improve practice. We will not discourage anyone from contacting Ofsted, children's social care, the police or another appropriate body where they believe this is necessary.

2. Statutory requirements

Nature Nursery maintains a written procedure for concerns and complaints from parents/carers and keeps a written record of complaints and their outcomes. Written complaints about how the setting is fulfilling the Early Years Foundation Stage (EYFS) requirements are investigated, and the complainant is notified of the outcome within 28 days of the complaint being received.

Complaint records are made available to Ofsted on request. Details of this procedure are available to parents/carers, and a copy of the policy is provided on request.

3. What is a concern or complaint?

A concern is an expression of worry, dissatisfaction or a request for something to be put right. A complaint is an expression of dissatisfaction that requires a response or investigation. Nature Nursery does not require parents/carers to use particular wording before a matter is taken seriously.

Examples may relate to care, communication, routines, learning and development, staff conduct, safety, inclusion, fees/administration, or how EYFS requirements are being met.

4. Matters that use another safeguarding route

Where information suggests that a child may be at risk of harm, or concerns an allegation of harm by an adult working with or around children, the Safeguarding & Child Protection and/or Allegations Against Staff & Other Adults / LADO procedures take priority. A safeguarding matter is not delayed while the ordinary complaints process is completed.

If a complaint raises whistleblowing concerns from a worker, the Whistleblowing (Speaking Up) Policy also applies. Immediate danger should be reported to the police on 999.

5. Stage 1 – Early discussion

Where appropriate, parents/carers are encouraged to speak to the child's key person or another member of staff. If the matter is not resolved, or the parent/carer prefers, it should be raised with the Owner/Manager.

Staff listen without becoming defensive, clarify what the person would like to happen, record significant concerns and pass them to the Manager. An apology or practical correction may be offered promptly where something has clearly gone wrong; this does not prevent a fuller review if needed.

6. Stage 2 – Formal written complaint

A parent/carer may make a formal complaint in writing at any stage. Written complaints should give enough information to understand the issue, including relevant dates, what happened, who was involved where known, and the outcome sought. Nature Nursery will assist a parent/carer who has difficulty putting a complaint in writing so that accessibility is not a barrier.

The Manager will acknowledge the complaint, investigate proportionately and keep a written record. The investigation may include reviewing records, speaking with relevant people and checking policies or statutory requirements.

The complainant will be notified of the outcome within 28 days of Nature Nursery receiving the written complaint. Where possible, we aim to respond sooner. The response will explain, as appropriate, what was considered, the conclusion reached and any action taken or planned, while protecting confidential information about other children, families or staff.

7. If the complaint is about the Owner/Manager

Because Nature Nursery is privately owned and the Owner/Manager is also the Designated Safeguarding Lead, a complaint about the Owner/Manager must not depend on that person investigating themselves.

A parent/carer may raise the matter with the Deputy Manager or contact Ofsted directly. Where the concern relates to possible harm to a child, suitability to work with children, or an allegation against the Owner/Manager, the Deputy Manager and/or person receiving the concern must follow the Allegations/LADO and safeguarding procedures and seek external advice without requiring the Owner/Manager's permission.

The Deputy Manager is not described as a Deputy DSL unless they have been formally appointed and appropriately trained for that role.

8. Ofsted

Parents/carers may contact Ofsted if they are not satisfied with Nature Nursery's response, if they believe the setting may not be meeting registration/EYFS requirements, or if they consider it appropriate to contact Ofsted directly.

Current Ofsted childcare complaints contact details are:

- Telephone: 0300 123 4666
- Email: enquiries@ofsted.gov.uk
- Online information: GOV.UK – 'Complain about childcare'.

Ofsted's role is to consider whether a registered provider is meeting its legal and registration requirements. Ofsted does not normally resolve individual contractual or interpersonal disputes between a parent/carer and a provider.

9. Safeguarding and other external routes

If a child is in immediate danger, call 999. Concerns about a child's safety or welfare may also be referred to Portsmouth children's social care/MASH in accordance with Nature Nursery's Safeguarding & Child Protection Policy. Allegations about adults working with children are managed under the LADO procedure where the threshold is met.

Nothing in this policy prevents a person from contacting the police, children's social care, Ofsted or another relevant authority at any time.

10. Confidentiality, fairness and information sharing

- Complaints are handled sensitively and information is shared only with people who need it to investigate, safeguard children, meet legal duties or respond appropriately.
- The person complained about is treated fairly and given an appropriate opportunity to respond, unless doing so would compromise safeguarding or another external investigation.
- Parents/carers will not normally be given confidential employment information or personal information about another child, family or staff member.
- Anonymous concerns are considered on the information available, particularly where they raise safeguarding, welfare or regulatory issues.
- No person will be disadvantaged for raising a genuine concern in good faith.

11. Complaint records

Nature Nursery keeps a written record of complaints and their outcomes. Records should be factual, dated and stored securely. They may include:

- date received and whether the complaint was verbal or written;
- name/contact details of complainant, unless anonymous;
- summary of the concern and relevant EYFS requirement where applicable;
- investigation steps and evidence considered;
- safeguarding or external referrals, where applicable;
- findings, decisions and reasons;
- action taken, including improvements or staff support/training;
- date and method the outcome was communicated; and

- any follow-up or review.

Complaint records are retained in accordance with Nature Nursery's record-retention and data-protection arrangements and are available to Ofsted on request.

12. Learning from complaints

The Owner/Manager reviews complaints for themes, repeated issues and opportunities to improve. Actions may include changes to practice, risk assessments, communication, staff supervision/training, policies, environment or record keeping. Learning is shared with the team where appropriate without breaching confidentiality.

13. Staff responsibilities

All staff must know how to respond if a parent/carer raises a concern. Staff should listen, remain professional, avoid promising an outcome they cannot authorise, make a factual record where needed and inform the Manager promptly. Staff must recognise when a complaint is actually a safeguarding or whistleblowing matter and use the appropriate procedure without delay.

14. References

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026, paragraphs 3.97–3.98.
- GOV.UK / Ofsted: Complain about childcare.
- Ofsted: Complaints procedure and information for parents about Ofsted's role in regulating childcare.

COMPLAINT RECORD FORM

Date received	
Complainant name/contact details	
Child's name (if relevant)	
Received by	
Verbal / written	
Summary of complaint or concern	
EYFS / policy area involved (if applicable)	
Immediate safeguarding action required?	
Investigation / evidence considered	
Findings and decision	
Action / improvement required	
Outcome communicated – date / method	

Manager review / follow-up

Follow-up required	
Learning shared with staff	
Policy/practice/training change	
Completion date / Manager initials	

Policy sign-off

Owner/Manager signature	
Date	
Next review	August 2027 or sooner if required