

## **Southsea Nature Nursery Policy**

### **Document**

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## **Safeguarding Children and Child Protection**

(Including managing allegations of abuse against a member of staff)

### **Policy Statement**

**Southsea Nature Nursery** will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

### **Procedures**

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy.

#### *Commitment 1*

Building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

## *Staff and volunteers*

**Our lead safeguarding practitioner who co-ordinates child protection issues is our owner / manager Amber Dyer.**

We ensure all staff members are trained to understand our safeguarding policies and procedures and those parents are made aware of them too.

All staff has an up-to-date knowledge of safeguarding issues.

All staff, volunteers, visitors and parents are given copies of the use of mobile phone and camera policy, which provides guidance to ensure the safeguarding of the children at registration. All visitors are verbally reminded at each event of this policy.

We provide adequate and appropriate staffing resources to meet the needs of children.

Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed.

Where applications are rejected because of obtaining information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by OFSTED requirements in respect of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

Volunteers do not work unsupervised.

We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:

- The Disclosure and Barring Service reference number;
- The date the disclosure was obtained; and
- Details of who obtained it.

We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).

We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.

We have procedures for recording the details of visitors to the setting.

We take security steps to ensure that we have control over who comes into the setting

so that no unauthorised person has unsupervised access to the children.

We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form for staff members to photograph their child for learning journals as part of the child's induction/welcome pack.

### *Commitment 2*

Responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).

### *Responding to Suspicions of Abuse*

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.

When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:

- Significant changes in their behaviour;
- Deterioration in their general well-being;
- Their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
- Changes in their appearance, their behaviour, or their play;
- Unexplained bruising, marks or signs of possible abuse or neglect; and
- Any reason to suspect neglect or abuse outside the setting.

We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.

We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young people at Nature Nursery.

We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.

Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns.

Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.

We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.

We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

### *Recording Suspicions of Abuse and Disclosures*

Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:

- Listens to the child, offers reassurance and gives assurance that she or he will take action.
- Does not question the child.
- Makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.

These records are signed and dated and kept in the child's personal file, which is kept

securely and confidentially.

The member of staff acting as the 'Lead Safeguarding Practitioner' is informed of the issue at the earliest opportunity.

No member of staff will investigate any form of allegation themselves

Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

### *Making a Referral to the Local Authority Children's Social Care Team*

*Hampshire County Council* keep a Safeguarding Children contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you're worried a child is being abused' (HMG 2006).

We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Pre-school Learning Alliance.

A copy of there poster is always on display for all staff and parents to see and follow.

### *Informing parents*

Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.

We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.

If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.

This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

### *Liaison With Other Agencies*

We work within the Local Safeguarding Children Board guidelines.

We have the current version of 'What to do if you're worried a child is being abused' available for parents and staff and ensure that all staff are familiar with what they need to do if they have concerns.

We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social

workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.

We notify the registration authority (OFSTED) of any incident or accident and any changes in our arrangements, which may affect the well being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to OFSTED are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

### *Allegations Against Staff*

We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the Nature Nursery, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.

We respond to any inappropriate behaviour displayed by members of staff or any other person working with the children, which includes:

- Inappropriate sexual comments;
- Excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.

We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within Southsea Nature Nursery, or anyone living or working on the premises occupied by the setting, who has abused a child.

We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by Nature Nursery, may have taken, or is taking place, by first recording the details of any such alleged incident.

We refer any such complaint immediately to the Local authority designated officer (LADO) to investigate:

We also report any such alleged incident to OFSTED, as well as what measures we have taken. We are aware that it is an offence not to do this.

We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

Where the management team and children's social care agree it is appropriate in the circumstances, the chair/director/owner will suspend the member of staff on full pay,

or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.

### *Disciplinary Action*

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information, so that individuals who pose a threat to children (and vulnerable groups) can be identified and barred from working with these groups.

### *Commitment 3*

To promote awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and to be listened to.

### *Training*

We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.

We ensure that designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board.

We ensure that all staff members know the procedures for reporting and recording any concerns they may have about Southsea Nature Nursery.

### *Planning*

The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

### *Curriculum*

We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.

We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

We ensure that this is carried out in a way that is developmentally appropriate for the children.

### *Confidentiality*

All suspicions and investigations are kept confidential and shared only with those who need to know on a need to know basis. Any information is shared under the guidance of the Local Safeguarding Children Board.

### *Supporting Families*

We believe in building trusting and supportive relationships with families, staff and volunteers in the group.

We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.

We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

## **Legal Framework**

### *Primary legislation*

Children Act (1989 s47)

Protection of Children Act (1999)

Data Protection Act (1998)

The Children Act (Every Child Matters) (2004)

Safeguarding Vulnerable Groups Act (2006)



### *Secondary legislation*

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Equalities Act (2010)

Data Protection Act (1998) Non Statutory Guidance

### **Further guidance**

Working Together to Safeguard Children (HMG 2006 - under revision 2012)

What to do if you're Worried a Child is Being Abused (HMG 2006)

Framework for the Assessment of Children in Need and their Families (DoH 2000)

The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)

Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)

Information Sharing: Guidance for Practitioners and Managers (HMG 2008) (HMG 2006)

Independent Safeguarding Authority: [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)

## **Children's Rights and Entitlements**

### **Policy Statement**

We promote children's right to be strong, resilient and listened to by creating an environment in Southsea Nature Nursery that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.

We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

**What it means to promote children's rights and entitlements to be '*strong, resilient***

***and listened to'.***

To be strong means to be:

Secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;

Safe and valued as individuals in their families and in relationships beyond the family, such as day care or school; self assured and form a positive sense of themselves – including all aspects of their identity and heritage;

Included equally and belong in early years settings and in community life;

Confident in abilities and proud of their achievements;

Progressing optimally in all aspects of their development and learning;

Part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and

Able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

Be sure of their self worth and dignity.

Be able to be assertive and state their needs effectively.

Be able to overcome difficulties and problems.

Be positive in their outlook on life.

Be able to cope with challenge and change.

Have a sense of justice towards themselves and others.

Develop a sense of responsibility towards themselves and others.

Be able to represent themselves and others in key decision-making processes.

To be listened to means:

Adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas.

Adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated.

Adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate.

Adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

## Looked After Children

**Southsea Nature Nursery** is committed to providing quality provision based on equality of opportunity for all children and their families. All of our staff is committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

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

We recognise that children who are being looked after have often experienced traumatic situations, physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

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

### *Principles*

The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

We:

Do not normally offer placements for babies and children less than two years who are in care; we offer instead other services to enable a child to play and engage with other children while their carer stays with them.

In exceptional circumstances, we offer places to two-year-old children who are in care.

In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.

We offer places at Nature Nursery for funded three and four-year-olds that are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.

We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.

Where a child who normally attends Nature Nursery is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

## **Procedures**

The designated person for looked after children is the designated child protection coordinator, Amber Dyer

Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.

The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.

Southsea Nature Nursery recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to us, without prior discussion and agreement with the child's social worker.

At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months.

Thereafter at three to six monthly intervals.

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

- Their emotional needs and how they are to be met;
- How any emotional issues and problems that affect behaviour are to be managed;
- Their sense of self, culture, language(s) and identity – and how this is to be supported;
- Their need for sociability and friendship;
- Their interests and abilities and possible learning journey pathway; and
- How any special needs will be supported.

In addition the care plan will also consider:

- How information will be shared with the foster carer and local authority (as the ‘corporate parent’) as well as what information is shared with whom and how it will be recorded and stored;
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
- What written reporting is required;
- Wherever possible, and where the plan is for the child’s return home, the birth parent(s) should be involved in planning; and
- With the social worker’s agreement, and as part of the plan, the birth parent(s) should be involved in our activities that include parents, such as outings and fun-days etc. alongside the foster carer.

The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the ‘proximity’ stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

In the first two weeks after settling-in, the child’s well being is the focus of observation, their sociability and their ability to manage their feelings with or without support.

Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.

Concerns about the child will be noted in the child’s file and discussed with the foster carer.

If the concerns are about the foster carer’s treatment of the child, or if abuse is suspected, these are recorded in the child’s file and reported to the child’s social care worker according to the setting’s safeguarding children procedure.

Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

### **Further guidance**

Guidance on the Education of Children and Young People in Public Care (DfEE 2000)

Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)

Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

## **Uncollected Children**

### **Policy Statement**

In the event that a child is not collected by an authorised adult at the end of a session/ day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### **Procedures**

Parents of children starting at Southsea Nature Nursery are asked to provide the following specific information, which is recorded on our Registration Form:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a child-minder or grandparent.

- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.

On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child by using a pre-agreed password.

Parents are informed that if they are not able to collect the child as planned; they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.

We inform parents that we apply our child protection procedures in the event that their children are not collected by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

If a child is not collected at the end of the session/day, we follow the procedures below:

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from Southsea Nature Nursery - and whose telephone numbers are recorded on the Registration Form - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no one collects the child after the setting has closed and there is no one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority children's social care team:
- The child stays at the setting in the care of two fully vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will staff go to look for the parent, nor do they take the child home with them. A full written report of the incident is recorded in the child's file.

Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

OFSTED may be informed.

## **Missing Children**

### **Policy Statement**

Children's safety is our highest priority, both on and off the premises of Southsea Nature Nursery. Every attempt is made, through carrying out the outings procedure and the exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

### **Procedures**

#### *Child going missing on the premises*

As soon as it is noticed that a child is missing, the key person/staff alert the Manager. The Manager calls the police and reports the child as missing and then calls the parent.

The Manager will carry out a thorough search of the building and garden.

The register is checked to make sure no other child has also gone astray.

Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.

The Manager talks to the staff to find out when and where the child was last seen and records this.

#### *Child going missing on an outing*

This describes what to do when staff members have taken a small group on an outing, leaving the Manager and/or other staff back in the setting. If the Manager has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity, but does not search beyond that.

The Manager is contacted immediately (if not on the outing) and the incident is



recorded.

The Manager contacts the police and reports the child as missing.

The Manager contacts the parent, who makes their way to the pre-school.

Staff members take the remaining children back to Preschool.

In an indoor venue, the staff members contact the venue's security that will handle the search and contact the police if the child is not found.

The Manager contacts the chair, and reports the incident. The Chair comes to the setting immediately to carry out an investigation.

The Manager or member of staff may be advised by the police to stay at the venue until they arrive.

### *The Investigation*

Staff members keep calm and do not let the other children become anxious or worried.

The Manager together with the Chair of the Committee speaks with the parent(s).

The chair, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.

The key person/staff member writes an incident report detailing:

- The date and time of the report.
- What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
- When the child was last seen in the group/outing.
- What has taken place in the group or outing since the child went missing.
- The time it is estimated that the child went missing.

A conclusion is drawn as to how the breach of security happened.

If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff.

Children's social care may be involved if it seems likely that there is a child protection issue to address.

The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.

In the event of disciplinary action needing to be taken, OFSTED is informed.

The insurance provider is informed.

### *Managing people*

Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.

The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.

Staff may be the understandable target of parental anger and they may be afraid. The Manager needs to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.

The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the Manager and where possible the deputy. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.

The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson will use their discretion to decide what action to take.

Staff must not discuss any missing child incident with the press without taking advice.

## **Use of Mobile Phones and Cameras**

### **Policy Statement**

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in Southsea Nature Nursery.

### **Procedures**

#### *Personal Mobile Phones*

Personal mobile phones belonging to members of staff are not used on the premises of Southsea Nature Nursery during working hours.

At the beginning of each individual's shift, personal mobile phones are kept in the locked

cupboard and signed in and out daily. In the event of an emergency, personal mobile phones may be used, with permission from the Manager.

Members of staff ensure that immediate family and other people who need to contact them in an emergency know the telephone number of Nature Nursery and St Johns College.

If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them, Members of staff will not use their personal mobile phones for taking photographs of children on outings.

Parents and visitors are requested not to use their mobile phones whilst on the premises of The Nursery. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.

### *Cameras and videos*

Members of staff must not bring their own cameras or video recorders or tablets into the nursery. Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within Southsea Nature Nursery

Photographs or recordings of children are only taken on equipment belonging to Southsea Nature Nursery

Camera and video use is monitored by The Manager

Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.

Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's Registration Form).

## **Employment**

(Including suitability, contingency plans, training and development)

### **Policy Statement**

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff is appropriately qualified, and we carry out checks for

criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements.

## **Procedures**

### *Vetting and staff selection*

We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.

All staff members have job descriptions, which set out their staff roles and responsibilities.

We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

We use OFSTED guidance on obtaining references and enhanced criminal record checks through the Disclosure and Barring Service for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme.

We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.

All staff have signed a statement agreeing to disqualification by association

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.

### *Disqualification*

Where we become aware of any relevant information, which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with Southsea Nature Nursery will be terminated.

### *Changes to Staff*

We inform OFSTED of any changes in the person responsible for our setting by completing an EY3 form

### *Training and staff development*

Our Manager hold a level 6 degree in Childcare and education and a minimum of half of our staff hold the Level 3 qualification for working with children or higher. We provide regular in-service training to all staff - whether paid staff or volunteers - through Portsmouth Early Years and external agencies.

Our setting budget allocates resources to training.

We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.

We support the work of our staff by holding regular supervision meetings (once every half term) and appraisals (once a year).

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

### *Staff taking medication/other substances*

If a member of staff is taking medication, which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.

Staff medication on the premises will be stored securely and kept out of reach of the children at all times.

If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work on the premises and further action will be taken.

### *Managing staff absences and contingency plans for emergencies*

**All** staff members take their holiday breaks when The nursery is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the Manager with sufficient notice.

Sick leave is monitored and action is taken where necessary, in accordance with the contract of employment.

We have contingency plans to cover staff absences, as follows:

Mrs Gemma Wood who is qualified to a level 5 in childcare and education and has a current DBS check with us is on call for cover on a day-to-day basis. Other members of staff who work part time are also happy and willing to cover if needed. All these

members of staff will be known by all children and parents for ease of continuity.

## **Student Placements**

### **Policy Statement**

Southsea Nature Nursery recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

### **Procedures**

We require students on qualification courses to meet the 'suitable people' requirements of OFSTED and have DBS checks carried out.

We require students in Nature Nursery to have a sufficient understanding and use of English to contribute to the well being of children in our care.

We require schools placing students under the age of 17 years with Southsea Nature Nursery to vouch for their good character.

We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.

Students undertaking qualification courses who are placed in Southsea Nature Nursery on a short-term basis are not counted in our staffing ratios.

Trainee staff employed by Southsea Nature Nursery and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.

We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.

We require students to adhere to our Confidentiality and Client Access to Records Policy.

We co-operate with students' tutors in order to help students to fulfill the requirements of their course of study.

We provide students, at the first session of their placement, with a short induction on

how Southsea Nature Nursery is managed, how our sessions are organised and our policies and procedures.

We communicate a positive message to students about the value of qualifications and training.

We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of Southsea Nature Nursery.

We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

## **Induction of Staff, Volunteers and Managers**

### **Policy Statement**

We provide an induction for all staff, (including volunteers and managers) we brief them about:

- Southsea Nature Nursery,
- The families we serve,
- Our policies and procedures,
- Curriculum and daily practice.

As well as:

- Our code of conduct
- The importance of confidentiality
- Safeguarding

### **Procedures**

We have a written induction plan for all new staff, which includes the following:

- Introductions to all staff and volunteers, including management committee members where appropriate.
- Familiarising with the building, health and safety, and fire and evacuation procedures.
- Ensuring our policies and procedures have been read and are carried out.
- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarising them with confidential information where applicable in relation to any key children.

- Details of the tasks and daily routines to be completed.

The induction period for staff lasts at least two weeks. The Manager inducts new staff and volunteers. The chairperson as well as members of the staff team induct new supervisors.

During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Successful completion of the induction forms part of the probationary period.

### **Other Useful Pre-school Learning Alliance Publications**

Employee Handbook (2012)

Recruiting and Managing Employees (2011)

## **First Aid**

### **Policy Statement**

At Southsea Nature Nursery, staff members are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with a current first aid certificate is on the premises, or on an outing at any one time. The first aid qualification includes first aid training for infants and young children. We aim to ensure that first aid training is local authority approved and is relevant to staff caring for young children. The Manager also has a relevant out door education first aid qualification.

### **Procedures**

#### *The First Aid Kit*

Our first aid kit is accessible at all times, complies with the Health and Safety (First Aid) Regulations 1981

And is located in store cupboard clearly marked to your left. It contains the following items:

Triangular bandages (ideally at least one should be sterile) x 4.

Sterile dressings:

- Small x 3.
- Medium x 3.



- Large x 3.

Composite pack containing 20 assorted (individually-wrapped) plasters x 1.

Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2.

Container of 6 safety pins x 1.

Guidance card as recommended by HSE x 1.

2 pairs of disposable plastic (PVC or vinyl) gloves.

1 plastic disposable apron.

A children's forehead 'strip' thermometer.

Gel packs for burns

Cold packs

The first aid box is easily accessible to adults and is kept out of the reach of children.

The contents of the boxes are checked on a termly basis and the check sheet signed by the lead first aider, who is the designated checker and who is responsible for replacing any items used or out of date. This is to check stock levels and ensure all contents are still in date.

No un-prescribed medication is given to children, parents or staff.

At the time of each child's admission to the setting, parents' written permission for obtaining emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

## **Legal framework**

Health and Safety (First Aid) Regulations (1981)

## **The Role of the Key Person and Settling-In**

### **Policy statement**

Southsea Nature Nursery believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the

staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the pre-school is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their role as active partners with us.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. We assign a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

## **Procedures**

We allocate a key person before the child starts.

Home visit can be carried out before the child starts if the family so wish, this is done by the Manager and the key person.

The key person is responsible for the induction of the family and for settling the child into Southsea Nature Nursery. The key person offers unconditional regard for the child and is non-judgmental.

The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.

The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child-minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in Southsea Nature nursery and at home.

The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.

We provide a back-up key person, usually the Manager so the child and the parents

have a key contact in the absence of the child's key person.

We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

### *Settling-in*

Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our welcome pack and policies), displays about activities available within the setting, information days and individual meetings with parents.

During the half term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.

We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.

We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.

We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.

When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into Southsea Nature Nursery.

We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.

Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.

We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left.

Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

### *The progress check at age two*

The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.

The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.

Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.

The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).

The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

## **Staffing**

### **Policy statement**

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff body is appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

### **Procedures**

To meet this aim we use the following ratios of adult to children:

Children aged two years: 1 adult: 4 children:

- At least two member of staff holds a full and relevant level 3 qualification; and
- All other staff are working towards their level 3 qualification

Children aged three years and over: 1 adult: 8 children:

- At least two member of staff holds a full and relevant level 3 qualification; and
- All other staff are working towards their level 3 qualification

We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 9.15am and 1.15pm as follows:

- There is at least one member of staff for every 13 children; and
- At least one other member of staff holds a full and relevant level 3 qualification.

A minimum of 2 staff/adults is on duty at any one time.

Each child is assigned a key person to help the child become familiar with Southsea Nature Nursery from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.

We hold fortnightly staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise.

## **Administering medicines**

### **Policy Statement**

While it is not our policy to care for sick children, who should be at home until they are well enough to return to Southsea Nature Nursery, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given at nursery. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

These procedures are written in line with guidance in *Managing Medicines in Schools and Early Years Settings*; the manager is responsible for ensuring all staff understand and follow these procedures.

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering medication.

## **Procedures**

Children taking prescribed medication must be well enough to attend Southsea Nature Nursery

Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor).

Children's prescribed medicines are stored in their original containers, are clearly labeled and are inaccessible to the children. These are stored in the Nursery fridge clearly labeled

Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:

- The full name of child and date of birth;
- The name of medication and strength;
- Who prescribed it.
- The dosage to be given at Southsea Nature Nursery;
- How the medication should be stored and its expiry date;
- Any possible side effects that may be expected; and
- The signature of the parent, their printed name and the date.

The administration of medicine is witnessed when administering and then recorded accurately on our medication record form each time it is given and is signed by the key person/manager. Parents are shown the record at the end of the day and asked to sign the form to acknowledge the administration of the medicine. The medication

record records the:

- Name of the child.
- Name and strength of the medication.
- Date and time of the dose.
- Dose given and method.
- Signature of the key person/supervisor.
- Parent's signature.

### *Storage of Medicines*

All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.

The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.

For some conditions, medication may be kept at Southsea Nature Nursery to be administered on a regular or as-and-when- required basis. Key persons check that any medication held in the setting, is in date and return any out-of-date medication back to the parents

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

### *Children who have long term medical conditions and who require ongoing medication*

A risk assessment is carried out for each child with long-term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.

Parents will also contribute to a risk assessment. They should be shown around Southsea Nature Nursery, understand the routines and activities and point out anything which they think may be a risk factor for their child.

For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.

The risk assessment includes vigorous activities and any other activity that may give

cause for concern regarding an individual child's health needs.

The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.

A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.

The health care plan should include the measures to be taken in an emergency.

The health care plan is reviewed every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.

Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

### *Managing medicines on trips and outings*

If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.

Medication for a child is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above.

On returning to Southsea Nature Nursery the card is stapled to the medicine record book and the parent signs it.

If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.

As a precaution, children should not eat when travelling in vehicles.

This procedure is read alongside the outings procedure.

## **Legal Framework**

### **The Human Medicines Regulations (2012)**

## **Managing Children who are Sick, Infectious, or With Allergies**

(Including reporting notifiable diseases)

### **Policy statement**



We provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic substance.

### **Procedures for children who are sick or infectious**

If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the Supervisor calls the parents and asks them to collect the child, or send a known carer to collect the child on their behalf.

If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts.

The child's temperature is taken using a forehead thermometer strip, kept in the first aid box.

In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.

Parents are asked to take their child to the doctor before returning them to Southsea Nature Nursery. We can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.

Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to Southsea Nature Nursery.

After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.

Southsea Nature Nursery has a list of excludable diseases and current exclusion times. The full list is obtainable from: [www.hpa.org.uk/webc/HPAwebFile/HPAweb\\_C/1194947358374](http://www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374) and includes common childhood illnesses such as measles. This is displayed on the inside of the nursery storage cupboard.

### *Reporting of 'notifiable diseases'*

If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Health Protection Agency.

When Baffin's Nature nursery becomes aware, or is formally informed of the notifiable disease, the supervisor informs OFSTED and acts on any advice given by the Health Protection Agency.

#### HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.

Single-use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.

Protective rubber gloves are used for cleaning/sluicing clothing after changing.

Soiled clothing is rinsed and either bagged for parents to collect or laundered in Nature Nursery.

Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.

Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

Children do not share toothbrushes, which are also soaked weekly in sterilising solution.

#### Nits and headlice

Nits and headlice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.

On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

#### Procedures for children with allergies

When parents start their children at Southsea Nature Nursery they are asked if their child suffers from any known allergies. This is recorded on the Registration Form.

If a child has an allergy, a risk assessment form is completed to detail the following:

- The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.).
- The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
- What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
- Control measures - such as how the child can be prevented from contact with the allergen.
- Review.

This form is kept in the child's personal file and a copy is displayed where staff can see it. One on the door of the store cupboard the other in the kitchen

Parents train staff in how to administer special medication in the event of an allergic reaction.

Southsea nature nursery is a nut-free zone.

Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

The insurance will automatically include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance.

**At all times the administration of medication must be compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in Managing Medicines in Schools and Early Years Settings (DfES 2005).**

Oral medication

Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to your insurance provider.

Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.

Southsea Nature Nursery must be provided with clear written instructions on how to administer such medication.

All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.

Southsea Nature Nursery must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

Life saving medication and invasive treatments

Adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc.) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

Southsea Nature Nursery must have:

- A letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered.
- Written consent from the parent or guardian allowing staff to administer medication.
- Proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

Key person for special needs children - children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.

The key person must have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.

Managing Medicines in Schools and Early Years Settings (DfES 2005)

## **Recording and Reporting of Accidents and Incidents**

(Including the procedure for reporting accidents and incidents to the HSE under RIDDOR requirements)

### **Policy statement**

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

### **Procedures**

*Our accident book:*

Is kept in a safe and secure place in the cupboard.

Is accessible to staff and volunteers, who all know how to complete it. No parents have access to the book.

Is completed with a detailed description of the accident by 1215 hours on the day it occurs.

Is reviewed at least half termly to identify any potential or actual hazards.

All accidents are also recorded on our accident forms. The parents sign these and a copy is given for their records.

Is signed by a parent/carer/guardian on the day the accident happens. In the event this does not happen, a telephone call will be made by a member of staff to inform the parent/carer/guardian of the accident. A note of the action taken is made in the book and a signature is obtained as soon as possible. In the event of the injury being a head injury, the parent/guardian is telephoned and verbally notified, then asked to sign the accident book when they arrive to collect their child.

### *Reporting Accidents and Incidents*

OFSTED is notified as soon as possible, but at least within 14 days, of any instances, which involve:

Food poisoning affecting two or more children looked after on our premises;

A serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and

The death of a child in our care.

Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.

Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

Any work-related accident leading to an injury to a child or adult, for which they are taken to hospital.

Any work-related injury to a member of staff, which results in them being unable to work for seven consecutive days.

When a member of staff suffers from a reportable work-related disease or illness.

Any death, of a child or adult, that occurs in connection with activities relating to our work.

Any dangerous occurrences. This may be an event that causes injury or fatalities or an

event that does not cause an accident, but could have done; such as a gas leak.

Information for reporting incidents to the Health and Safety Executive is provided in the Pre-school Learning Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident book (see below).

### *Our incident book*

We have ready access to telephone numbers for emergency services, including the local police. As we rent the premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.

We keep an incident book for recording major incidents, including those that are reportable to the Health and Safety Executive as above.

These incidents include:

- A break in, burglary, or theft of personal or the setting's property;
- An intruder gaining unauthorised access to the premises;
- A fire, flood, gas leak or electrical failure;
- An attack on member of staff or parent on the premises or nearby;
- Any racist incident involving staff or family on the setting's premises;
- A notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises;
- The death of a child or adult, and
- A terrorist attack, or threat of one.

In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.

In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.

In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of these services are followed.

The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

### **Legal framework**

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

1995 (As Amended)

### **Further guidance**

RIDDOR Guidance and Reporting Form: [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)

### **Nappy Changing**

#### **Policy statement**

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgmental concern of adults.

#### **Procedures**

Key persons have a list of personalised changing times for the children in their care who are in nappies or 'pull-ups'.

Children from two years should normally wear pull-ups, or other types of trainer pants, as soon as they are comfortable with this and their parents agree.

Key persons undertake changing children in their key groups; back up key persons change them if the key person is absent.

Changing areas are warm with safe areas to lay children.

Each child has their own bag to hand with their nappies or pull-ups and changing wipes.

Staff puts on gloves and aprons before changing starts and the areas are prepared.

The changing mat is wiped clean with natural antibacterial spray after every use

All staff is familiar with the hygiene procedures and carries these out when changing nappies.

In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.

Children are encouraged to take an interest in using the toilet; they may just want to sit

on it and talk to a friend who is also using the toilet.

Children are encouraged to wash their hands, and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.

Anti-bacterial hand wash liquid or soap should not be used for young children; young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.

We use a gentle child friendly soap

Key persons are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.

Key persons do not make inappropriate comments about children's genitals when changing their nappies.

Older children access the toilet when they have the need to and are encouraged to be independent.

Nappies and pull-ups are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.

We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and will be a disciplinary matter.

## **Food and drink**

### **Policy statement**

**Southsea Nature Nursery** regards snack and meal times as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using a variety of healthy foods and appropriate sized utensils during some large and small group activities. We aim to encourage parents to provide their children with nutritious food for both such and snack times which meets the children's individual dietary needs.

### **Procedures**

We follow these procedures to promote healthy eating at Southsea Nature Nursery



Before a child starts the nursery we ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)

We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.

We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.

We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.

We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.

We provide nutritious food for all snacks we supply, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.

We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.

We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.

Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.

We require staff to show sensitivity in providing for children's diets and allergies. Staff does not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.

We organise snack and lunch times so that they are social occasions in which children and staff participate.

We use snack and lunch times to help children to develop independence through making choices, serving food and drink and feeding themselves.

We ensure that all food on offer to the children is prepared and consumed in a hygienic and safe environment and that all children who are involved in this process are supervised closely to ensure that safety and hygiene is also maintained correctly.

We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.

We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.

In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another. In addition, we comply with the Food Allergens Regulations (2014). A list of possible allergens within the food, which we provide for children at snack times or any food related activities (i.e. cooking and food tasting) is available to parent on request.

### **Legal framework**

Regulation (EC) 853/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.  
Food Allergens Regulations (December 2014)

### **Further guidance**

Safer Food, Better Business (Food Standards Agency 2011)  
Food standards agency website: [www.food.gov.uk](http://www.food.gov.uk)

### **Food hygiene**

(Including the procedure for reporting food poisoning)

### **Policy statement**

**Southsea Nature Nursery provides** and serves food for children as snacks and lunch. We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

### **Procedures**

The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in

Safer Food, Better Business (Food Standards Agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

All staff involved in the preparation and handling of food have all received training.

The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards is met consistently. (See Safer Food, Better Business.) which is record on the daily risk assessment

We use local reliable suppliers for the food we purchase.

Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.

Food preparation areas are cleaned before use as well as after use.

There are separate facilities for hand washing and for washing up.

All surfaces are clean and non-porous.

All utensils, crockery etc are clean and stored appropriately.

Waste food is disposed of daily.

Cleaning materials and other dangerous materials are stored out of children's reach.

Children do not have unsupervised access to the kitchen.

When children take part in cooking activities, they:

- Are supervised at all times.
- Understand the importance of hand washing and simple hygiene rules.
- Are kept away from hot surfaces and hot water.
- Do not have unsupervised access to electrical equipment, such as blenders etc.

### *Reporting of Food Poisoning*

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.

Any confirmed cases of food poisoning affecting two or more children looked after on the premises are notified to OFSTED as soon as reasonably practicable, and always within 14 days of the incident.

### **Legal Framework**

Regulation (EC) 852/2004 of the European Parliament and the Council of Hygiene.

### **Further guidance**

Safer Food Better Business (Food Standards Agency 2011)

## **Oral Health**

### **Policy Statement**

Dental decay is a serious problem in young children and it is largely preventable. In June 2017, Public Health England published new guidance called Health matters: child dental health which sets out clear guidance on how to prevent tooth decay in young people. With children spending an increasing amount of time in childcare, childcare practitioners play an important role in supporting good oral health.

### **Procedures**

At Southsea Nature Nursery we help educate the child and the family about good oral health routines and practices by;

- Educating the children and families of what good oral health means and the need for a fluoride based toothpaste.
  
- Reducing the consumption of food and drink containing sugars, education families out healthy choices through snack and recipe ideas and clear visual displays and signs.
  
- Only serving water as drinks throughout the day
  
- Talking with the children daily about good oral health and the importance of a healthy diet.
  
- Discussions about tooth cleaning and the importance to visit the dentist regally.
  
- Role play tooth cleaning activities as part of the children's play
  
- Working with local dentists arranging visits and activities for trained professionals from the University of Portsmouth.

# Achieving Positive Behaviour

## Policy Statement

Southsea Nature Nursery believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

## Procedures

Southsea Nature Nursery has responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

All Staff:

- Keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- Access relevant sources of expertise on promoting positive behaviour within our programme for supporting personal, social and emotional development; and
- Check that they have relevant in-service training on promoting positive behaviour.  
We keep a record of staff attendance at training.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with this policy and its guidelines for behaviour.

We expect all members of Southsea Nature Nursery - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

*Strategies with children who engage in inconsiderate behaviour*

We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways, which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response.

We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.

We acknowledge considerate behaviour such as kindness and willingness to share.

We support each child in developing self-esteem, confidence and feelings of competence.

We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.

When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.

We never send children out of the room, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.

We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these.

We do not use techniques intended to single out and humiliate individual children.

We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the manager leader and are recorded in the child's personal file.

The child's parent(s) is/are informed on the same day.

In cases of serious misbehavior, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of

explanations rather than personal blame.

We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff members are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.

We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

*Rough and tumble play and fantasy aggression*

Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying; although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We recognise that fantasy play also contains many violently dramatic strategies, e.g. blowing up and shooting, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### *Hurtful behaviour*

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for them.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.

Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

We do not engage in punitive responses to a young child's rage, as that will have the opposite effect.

Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.

We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."

We help young children develop pro-social behaviour, such as resolving conflict over



who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."

We are aware that the same problem may happen over and over before skills such as sharing and turn taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
- Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
- The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- The child has a developmental condition that affects how they behave.

Where this does not work, we use the Special Educational Needs Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### **Further guidance**

Special Educational Needs Code of Practice (DfES 2001)

## **Health and Safety General Standards**

### **Policy Statement**

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

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

Our member of staff responsible for health and safety is:

She is competent to carry out these responsibilities.

She has undertaken health and safety training and regularly updates her knowledge and understanding.

We display the necessary health and safety poster on the notice board.

### *Insurance cover*

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the notice board.

### **Procedures**

#### *Awareness Raising*

Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures, as they understand their shared responsibility for health and safety. The induction training covers matters of employee well being, including safe lifting and the storage of potentially dangerous substances.

Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.

Health and safety issues are explained to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.

As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.

We operate a no-smoking policy

Children are made aware of health and safety issues through discussions, planned activities and routines.

#### *Safety of adults*

Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.

When adults need to reach up to store equipment, they are provided with safe equipment to do so.

All warning signs are clear and in appropriate languages.

Adults do not remain in the building on their own or leave on their own after dark.

The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.

We keep all cleaning chemicals in their original containers.

#### *Windows*

Low level windows are made from materials that prevent accidental breakage or are made safe.

Windows are protected from accidental breakage or vandalism from people outside the building.

Windows above the ground floor are secured so that children cannot climb through them.

#### *Doors*

We take precautions to prevent children's fingers from being trapped in doors.

#### *Floors*

All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

#### *Electrical/gas equipment*

All electrical/gas equipment conforms to safety requirements and is checked regularly.

Our boiler/electrical switch gear/meter cupboard is not accessible to the children.

Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.

Storage heaters are checked daily to make sure they are not covered.

There are sufficient sockets to prevent overloading.

Lighting and ventilation is adequate in all areas including storage areas.

### *Storage*

All resources and materials, which are used by the children, are stored safely.

All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### *Outdoor Area*

Our outdoor area is securely fenced.

Children can only use the wild area and orchard with a member of staff.

Our outdoor area is checked for safety and cleared of rubbish before it is used.

Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.

Where water can form a pool on equipment, it is emptied before children start playing outside.

Our outdoor sand pit is covered when not in use and is cleaned regularly.

All outdoor activities are supervised at all times.

Appropriate clothing used for changing weather conditions

### *Hygiene*

We seek information from the Health Protection Agency to ensure that we keep up-to-date with the latest recommendations.

Our daily routines encourage the children to learn about personal hygiene.

We have a daily cleaning routine for the setting, which includes the play room(s), kitchen, rest area, toilets and nappy changing areas.

We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.

The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.

We implement good hygiene practices by:

- Cleaning tables between activities;
- Cleaning and checking toilets regularly;
- Wearing protective clothing - such as aprons and disposable gloves - as appropriate;

- Providing sets of clean clothes;
- Providing tissues and wipes; and
- Ensuring individual use of flannels, towels

### *Activities and resources*

Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.

The layout of play equipment allows adults and children to move safely and freely between activities.

All equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.

All materials, including paint and glue, are non-toxic.

Sand is clean and suitable for children's play.

Physical play is constantly supervised.

Children are taught to handle and store tools safely.

Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.

Large pieces of equipment are discarded only with the consent of the manager and the management team.

### **Legal framework**

Health and Safety at Work Act (1974)

Management of Health and Safety at Work Regulations (1999)

Electricity at Work Regulations (1989)

Control of Substances Hazardous to Health Regulations (COSHH) (2002)

Manual Handling Operations Regulations (1992 (As Amended 2004))

Health and Safety (Display Screen Equipment) Regulations (1992)

### **Further guidance**

Health and Safety Law: What You Need to Know (HSE Revised 2009)

Health and Safety Regulation...A Short Guide (HSE 2003)

Electrical Safety and You: A Brief Guide (HSE 2012)

Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)

## **Maintaining Children's Safety and Security on the Premises**

### **Policy Statement**

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us at Southsea Nature Nursery

### **Procedures**

#### *Children's personal safety*

We ensure all employed staff has been checked for criminal records via an enhanced disclosure through the DBS.

Adults do not normally supervise children on their own.

Adults supervise all children at all times.

Whenever children are on the premises at least two adults are present.

We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

#### *Security*

Systems are in place for the safe arrival and departure of children.

The times of the children's arrivals and departures are recorded.

The arrival and departure times of adults - staff, volunteers and visitors - are recorded.

Our systems prevent unauthorised access to our premises.

Our systems prevent children from leaving our premises unnoticed.

The personal possessions of staff and volunteers are securely stored during sessions.

# **Supervision of Children on Outings and Visits**

## **Policy Statement**

Children benefit from being taken out of the setting to go on visits or trips to local parks, or other suitable venues, for activities, which enhance their learning experiences. Staff at Southsea Nature Nursery ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

## **Procedures**

Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.

This general consent details the venues used for daily activities.

There is a risk assessment for each venue carried out, which is reviewed regularly.

Parents are always asked to sign specific consent forms before major outings.

A risk assessment is carried out before an outing takes place.

All venue risk assessments are made available for parents to see.

Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.

Named children are assigned to individual staff to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.

Outings are recorded in an outings record book kept in the setting, stating:

- The date and time of the outing.
- The venue and mode of transport used.
- The names of the staff members assigned to each of the children.
- The time of return.

Staff takes a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for.

Staff takes a list of children with them with contact numbers of parents/carers, as well as a copy of our Missing Child Policy.

Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

Minimums of two staff members accompany children on outings and a minimum of two staff members remain behind with the rest of the children.

## **Risk Assessment**

### **Policy Statement**

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

This policy is based on the Pre-school Learning Alliance risk assessment processes, which follow five steps as follows:

Identification of a risk: Where is it and what is it?

Who is at risk: Childcare staff, children, parents, cooks, cleaners etc.?

Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.

Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?

Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

### **Procedures**

Our risk assessment process covers adults and children and includes:

- Determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
- Checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
- Assessing the level of risk and who might be affected;
- Deciding which areas need attention; and



- Developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.

Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.

We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

## **Legal framework**

Management of Health and Safety at Work Regulations (1999)

## **Further guidance**

Five Steps to Risk Assessment (HSE 2011)

## **Fire Safety and Emergency Evacuation**

### **Policy statement**

We ensure Southsea Nature Nursery premises present no risk of unplanned fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

### **Procedures**

The basis of fire safety is risk assessment, carried out by a 'competent person'.

The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there is more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).

Where we rent premises, we will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.

Fire doors are clearly marked, never obstructed and easily opened from the inside.

Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.

Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

- Clearly displayed in the premises;
- Explained to new members of staff, volunteers and parents; and
- Practiced regularly, at least once every six weeks.

Records are kept of fire drills and of the servicing of fire safety equipment.

#### *Emergency evacuation procedure*

Must cover procedures for practice drills including:

When the fire drill sounds everyone must stop what they are doing.

Children are rounded up and assembled by the nursery entrance leading to the outside garden

Manager to check sleep tents and toilets and collect daily register and mobile.

All children and staff make their way to the car park and then onto the path leading to the park

Children are led quickly and quietly: the younger children may be carried if needed.

Once everyone is at the assembly point the manager will count all the children and call staff names: the deputy will go through the register by name.

The Manger will call the emergency services.

In the case of a real fire all children and staff will make their way into the play park opposite whilst the manager contacts parents.

In a practice case the fire drill record book will then be completed by the manager.

*The fire drill record book must contain:*

The date and time of the drill.

How long it took.

Whether there were any problems that delayed evacuation.

Any further action taken to improve the drill procedure.

#### **Legal Framework**

Regulatory Reform (Fire Safety) October 2005

## **Animals in the setting**

### **Policy Statement**

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in Southsea Nature Nursery or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

### **Procedures**

#### *Animals in the setting as pets*

We take account of the views of parents and children when selecting an animal or creature to keep as a pet at Southsea Nature Nursery

We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.

We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.

We ensure the correct food is offered, at the right times.

We make arrangements for weekend and holiday care for the animal or creature.

We register with the local vet and take out appropriate pet care health insurance.

We make sure all vaccinations and other regular health measures, such as de-worming, are up-to-date and recorded.

Children are taught correct handling and care of the animal or creature and are supervised.

Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.

Staff members wear disposable gloves when cleaning housing or handling soiled bedding.

If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.

The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

#### *Visits to farms*

Before a visit to a farm, a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed. The outings procedure is followed.

Children wash their hands after contact with animals.

Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

## **Legal Framework**

The Management of Health and Safety at Work Regulations (1999)

## **Further Guidance**

Health and Safety Regulation...A Short Guide (HSE 2003)

## **No-Smoking**

### **Policy Statement**

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making Southsea Nature Nursery a no-smoking environment - both indoors and outdoors.

### **Procedures**

All staff, parents and volunteers are made aware of our No-smoking Policy.

We display no-smoking signs.

The No-smoking Policy is stated in our information for parents.

Staff who smoke do not do so during working hours, unless on a break and off the premises.

Staff members who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

### **Legal framework**

The Smoke-free (Premises and Enforcement) Regulations (2006)  
The Smoke-free (Signs) Regulations (2012)

## **Valuing Diversity and Promoting Equality**

### **Policy Statement**

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one-parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well being of children and can impact on their learning and attainment. Southsea Nature Nursery is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Challenge and eliminate discriminatory actions;

Make inclusion a thread that runs through all of the activities of Southsea Nature Nursery; and  
Foster good relations between all communities.

## **Procedures**

### *Admissions*

Southsea Nature Nursery is open to all members of the community.

We advertise our service widely.

We reflect the diversity of our society in our publicity and promotional materials.

We provide information in clear, concise language, whether in spoken or written form.

We base our Admissions Policy on a fair system.

We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.

We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:

- Disability;
- Race;
- Gender reassignment;
- Religion or belief;
- Sex;
- Sexual orientation;
- Age;
- Pregnancy and maternity; and
- Marriage and civil partnership.

We do not discriminate against a child with a disability or refuse a child entry to Southsea Nature Nursery for reasons relating to disability.

We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.

We develop an action plan to ensure that people with impairments can participate successfully in the services offered by Southsea Nature Nursery and in the curriculum offered.

We take action against any discriminatory behaviour by staff or parents whether by:

- Direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the

service;

- Indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in Southsea Nature Nursery;
- Association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
- Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.

Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

### *Employment*

Posts are advertised and all applicants are judged against explicit and fair criteria.

Applicants are welcome from all backgrounds and posts are open to all.

We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.

The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.

All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

We monitor our application process to ensure that it is fair and accessible.

### *Training*

We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

We ensure that staff members are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

### *Curriculum*

The curriculum offered at Southsea Nature Nursery encourages children to develop positive attitudes about themselves as well as to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to Southsea Nature Nursery is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves and others;
- Ensuring that children have equality of access to learning;
- Undertaking an access audit to establish if the setting is accessible to all children;
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- Positively reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrating a wide range of festivals;
- Creating an environment of mutual respect and tolerance;
- Differentiating the curriculum to meet children's special educational needs;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

#### *Valuing diversity in families*

We welcome the diversity of family lifestyles and work with all families.

We encourage children to contribute stories of their everyday life to Southsea Nature Nursery.

We encourage mothers, fathers and other carers to take part in the life of Southsea



Nature Nursery and to contribute fully.

For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

We take positive action to encourage disadvantaged and under-represented groups to use Southsea Nature Nursery.

### *Food*

We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.

We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

### *Meetings*

We positively encourage fathers to be involved in the nursery, especially those fathers who do not live with the child.

Information about meetings is communicated in a variety of ways - written, verbal and in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Termly meetings are available for parents to share their thoughts on the running of the nursery

### *Monitoring and review*

So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and to value diversity.

We provide a complaints procedure and a complaints summary record for parents to see.

## **Legal framework**

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs and Disability Act (2014)

# Supporting Children With Special Educational Needs

## Policy Statement

We provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential.

We have regard for the Special Educational Needs Code of Practice (2014).

We ensure Southsea Nature Nursery is inclusive to all children with special educational needs.

We support parents and children with special educational needs.

We identify the specific needs of children with special educational needs and meet those needs through

A range of SEN strategies.

We work in partnership with parents and other agencies in meeting individual children's needs.

We monitor and review our policy, practice and provision and, if necessary, make adjustments.

## Procedures

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and display this for all parents to see.

We ensure that the provision for children with special educational needs is the responsibility of all members of Southsea Nature Nursery

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We use the graduated response system for identifying, assessing and responding to children's special educational needs.

We work closely with the parents of children with special educational needs to create and maintain a positive partnership.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support.

We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other

settings and schools.

We provide a broad, balanced and differentiated curriculum for all children with special educational needs.

We use a system of planning, implementing, monitoring, evaluating and reviewing Early Years Intervention Plan (EYIP) for children with special educational needs.

We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We have Early Support in place for identifying and supporting children with special educational needs.

We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) and educational health plans.

We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

We provide resources to implement our Supporting Children with Special Educational Needs Policy.

We provide in-service training for parents, practitioners and volunteers.

We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Early Years Intervention Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide information of our provision in the Local Offer.

We provide a complaints procedure.

We monitor and review our policy annually.

### **Further Guidance**

Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)

Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)

The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)

The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)

Special Educational Needs Code of Practice (DfES 2014)

## **Admissions**

### **Policy Statement**

It is our intention to make Southsea Nature Nursery accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

### **Procedures**

We ensure that the existence of Southsea Nature Nursery is widely advertised in places accessible to all sections of the community.

We ensure that information about Southsea Nature Nursery is accessible and provided in written and spoken form.

We will provide translated written materials where language needs of families suggest this is required, as well as access to an interpreter.

We make our Valuing Diversity and Promoting Equality Policy widely known.

We consult with families about the opening times of the setting to ensure we accommodate a broad range of families' needs.

We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in that provides stability for all the children.

## **Parental Involvement**

### **Policy Statement**

We believe that children benefit most from early years education and care when parents and settings work together in partnership. Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of Southsea Nature Nursery. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included. When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents.

The Children Act (1989) defines *parental responsibility* as '*all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property*'. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication *Safeguarding Children*.)

## **Procedures**

We have a means to ensure all parents are included - that may mean we have different strategies for involving fathers, or parents who work or live apart from their children.

We consult with all parents to find out what works best for them.

We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.

We inform all parents about how Southsea Nature Nursery is run and its policies, through access to written information and through regular informal communication.

We check to ensure parents understand the information that is given to them.

We encourage and support parents to play an active part in the time their children spend at Southsea Nature Nursery through contributing to our interest board, attending play days and sharing news

We inform all parents on a regular basis about their children's progress.

We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.

We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of Southsea Nature Nursery through volunteering or sharing ideas with us, being involved in fundraising activities and special theme days

We inform parents about relevant conferences, workshops and training.

We consult with parents about the times of meetings to avoid excluding anyone.

We provide information about opportunities to be involved in the setting in ways that are

accessible to parents with basic skills needs, or those for whom English is an additional language.

We hold meetings in venues that are accessible and appropriate for all.

We welcome the contributions of parents, in whatever form these may take.

We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.

We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is in place:

Admissions Policy.

Complaints procedure.

Record of complaints.

Developmental records of children.

## **Children's Records**

### **Policy Statement**

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

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

### **Procedures**

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

#### *Developmental records*

These include observations of children in the setting, photographs and samples of their

work and summary developmental reports.

These are kept in the quiet area and can be freely accessed, and contributed to, by staff, the child and the child's parents.

#### *Personal records*

These include registration and admission forms, signed consent forms, correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place and on our nursery online system

Parents have access, in accordance with our Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.

Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

We retain children's records for seven years after they have left the setting, except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years. These are kept in a secure place.

#### *Other records*

We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

### **Legal Framework**

Data Protection Act (1998)

Human Rights Act (1998)

### **Further Guidance**

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

## **Provider Records**

### **Policy Statement**

We at Southsea Nature Nursery keep records and documentation for the purpose of maintaining our business. These include:

Records pertaining to our registration.

Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.

Financial records pertaining to income and expenditure.

Risk assessments.

Employment records of staff including their name, home address and telephone number.

Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

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

### **Procedures**

All records are the responsibility of the management team who ensure they are kept securely.

All records are kept in an orderly way in files and filing is kept up-to-date.

Financial records are kept up-to-date for audit purposes.

Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.

Our OFSTED registration certificate is displayed on the parents' noticeboard.

Our Public Liability insurance certificate is displayed on the parents' noticeboard.

All our employment and staff records are kept securely and confidentially.

We notify OFSTED of any change:

In the address of the premises;



To the premises which may affect the space available to us or the quality of childcare we provide;

To the name and address of the provider, or the provider's contact information;

To the person managing the provision;

Any significant event which is likely to affect our suitability to look after children; or any other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2012).

## **Legal Framework**

Data Protection Act 1998

Human Rights Act 1998

## **Transfer of Records to School**

### **Policy Statement**

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

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in Southsea Nature Nursery; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

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

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

### **Procedures**

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

Using the Development Matters in the Early Years Foundation Stage guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.

The record refers to:

- Any additional language spoken by the child and his or her progress in both languages;
- Any additional needs that have been identified or addressed by the setting;
- Any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, and the name of the lead professional.

The record contains a summary by the key person and a summary of the parent's view of the child.

Other evidence, such as photos or drawings that the child has made, may accompany the document.

When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

If there have been any welfare or protection concerns, a star is placed on the front of the assessment record.

### *Transfer of confidential information*

The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them.

A summary of the concerns will be made to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.

Where a CAF has been raised in respect of any welfare concerns, the name and contact details of the lead professional will be passed on to the receiving setting or school.

Where there has been an S47 investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.

This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked as 'confidential'.

## **Legal Framework**

Data Protection Act (1998)  
Freedom of Information Act (2000)  
Human Rights Act (1998)  
Children Act (1989)

### **Further Guidance**

What to do if You're Worried a Child is Being Abused (HMG 2006)  
Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

## **Confidentiality and Client Access to Records**

### **Policy Statement**

*'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.'*

*Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)*

At Southsea Nature Nursery, staff and the staff members can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

### **Confidentiality Procedures**

We always check whether parents regard the information they share with us to be confidential or not.

Some parents may share information about themselves with other parents as well as

staff. Southsea Nature Nursery staff cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.

Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.

We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

We keep all records securely (see our Children's Records Policy).

### **Client Access to Records Procedures**

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

Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the Supervisor.

The Supervisor informs the Committee and sends a written acknowledgement.

Southsea Nature Nursery commits to providing access within 14 days, although this may be extended.

The Supervisor and chair prepare the file for viewing.

All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.

'Third parties' include all family members who may be referred to in the records.

It also includes workers from any other agency, including children's social care, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.

When all the consents/refusals to disclose have been received, these are attached to the copy of the request letter.

A photocopy of the complete file is taken.

The manager and office manager go through the file and remove any information which a third party has refused consent to disclose. A thick black marker is used, to score through every reference to the third party and information they have added to the file.

What remains is the information recorded by the setting, detailing the work initiated and

followed by them in relation to confidential matters. This is called the 'clean copy'. The 'clean copy' is photocopied for the parents, who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the Supervisor, so that it can be explained.

Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against Southsea Nature Nursery or another (third party) agency.

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

### **Legal Framework**

Data Protection Act (1998)

Human Rights Act (1998)

### **Further Guidance**

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

## **Information sharing**

*'Practitioners need to understand their organisation's position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgment and shared information professionally.'*

*Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).*

### **Policy Statement**

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

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

It is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or

Not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of the management team. The three critical criteria are:

Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.

Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.

To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

## **Procedures**

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

1. *Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.*

Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information with external agencies.

1. *Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could, be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*

At Southsea Nature Nursery we ensure parents:

Receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent.

This will only be when it is a matter of safeguarding a child or vulnerable adult;  
Have information about our Safeguarding Children and Child Protection Policy; and  
Have information about the other circumstances when information will be shared  
with external agencies, for example, with regard to any special needs the child  
may have or transition to school.

1. *Seek advice if you are in any doubt, without disclosing the identity of the person where possible.*

Managers contact children's social care for advice where they have doubts or are unsure.

1. *Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgment, that lack of consent can be overridden in the public interest. You will need to base your judgment on the facts of the case.*

Guidelines for consent are part of this procedure.

1. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.*

At Southsea Nature Nursery we;

Record concerns and discuss these with the Chairperson from the management committee for child protection matters;

Record decisions made and the reasons why information will be shared and to whom; and

Follow the procedures for reporting concerns and record keeping.

1. *Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

Our Safeguarding Children and Child Protection Policy and Children's Records

Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

1. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

Where information is shared, the reasons for doing so are recorded in the child's file; where it is decided that information is not to be shared that is recorded too.

### *Consent*

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

Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.

We may cover this verbally when the child starts or include this in our prospectus.

Parents sign our Registration Form at registration to say they understand this.

Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.

Copies are given to parents of the forms they sign.

We consider the following questions when we need to share:

Is there legitimate purpose to sharing the information?

Does the information enable the person to be identified?

Is the information confidential?

If the information is confidential, do we have consent to share?

Is there a statutory duty or court order requiring us to share the information?

If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest for us to share information?

If the decision is to share, are we sharing the right information in the right way?

Have we properly recorded our decision?

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



## **Legal Framework**

Data Protection Act (1998)

Human Rights Act (1998)

## **Working in Partnership with Other Agencies**

### **Policy Statement**

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

### **Procedures**

We work in partnership, or in tandem with, local and national agencies to promote the well being of children.

Procedures are in place for the sharing of information about children and families with other agencies. These are set out in the Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.

Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.

When working in partnership with staff from other agencies, we make those individuals welcome to Southsea Nature Nursery and their professional roles are respected.

We follow the protocols for working with agencies, for example on child protection.

Staff from other agencies do not have unsupervised access to the child they are visiting in Southsea Nature Nursery and do not have access to any other children during their visit.

Our staff do not casually share information or seek informal advice about any named child/family.

When necessary, we consult with local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

## **Making a Complaint**

### **Policy Statement**

Southsea Nature Nursery believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of nursery anticipate that most concerns will be resolved quickly, by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved within 28 days.

### **Procedures**

All settings are required to keep a written record of any complaints that reaches stage two and above, and their outcome. This is to be made available to parents, as well as to OFSTED inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication Complaint Investigation Record (2012) that acts as the 'summary log' for this purpose.

#### *Making a Complaint*

##### Stage 1

Any parent who has a concern about an aspect of Southsea Nature Nursery talks over, first of all, his/her concerns with the Manager.

Most complaints should be resolved amicably and informally at this stage.

##### Stage 2

If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the Supervisor and the Committee.

For parents who are not comfortable with making written complaints, there is a template

form for recording complaints in the Complaint Investigation Record; the form may be completed with the manager or and signed by the parent.

The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the manager may wish to store all information relating to the investigation in a separate file designated for this complaint.

When the investigation into the complaint is completed, the manager meets with the parent to discuss the outcome.

Parents must be informed of the outcome of the investigation within 28 days of making the complaint.

When the complaint is resolved at this stage, the summative points are logged in the Complaint Investigation Record.

### Stage 3

If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the manager/owner. The parent may have a friend or partner present if they prefer and the leader should have the support of the Committee.

An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.

This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaint Investigation Record.

### Stage 4

If at the stage three meeting the parent and Southsea Nature Nursery reach agreement, an external mediator is invited to help to settle the complaint i.e. our Early Years Advisor. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

Staff from Portsmouth Early years will act as the mediator

The mediator keeps all discussions confidential. S/he can hold separate meetings with Nature Nursery personnel (Supervisor and Committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

## Stage 5

When the mediator has concluded her/his investigations, a final meeting between the parent, and the manager. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

### *The role of the Office for Standards in Education, Children's Services and Skills (OFSTED) and the Local 'Safeguarding Children Board'*

Parents may approach OFSTED directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the nursery's registration requirements, it is essential to involve OFSTED as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.

The number to call OFSTED with regard to a complaint is: **0300 123 1231**

These details are displayed on Southsea Nature Nursery notice board.

If a child appears to be at risk, staff members at Nature Nursery follow the procedures of the Local Safeguarding Children Board.

In these cases, both the parent and setting are informed and the Supervisor works with OFSTED or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

### *Records*

A record of complaints in relation to Southsea Nature Nursery, or the children or the adults working in our setting, is kept; including the date, the circumstances of the complaint and how the complaint was managed.

The outcome of all complaints is recorded in the Complaint Investigation Record, which is available for parents and OFSTED inspectors on request.

# **Covid-19 updated Policy**

## **September 2021**

### **Statement**

**Covid-19 is an illness that can affect your lungs and airways. It is caused by a virus called Coronavirus. Symptoms can be mild, moderate, severe or fatal. This policy and associated risk assessment is to limit the spread of the virus within the setting.**

### **Who is at risk?**

All patrons of the setting are at risk including : staff, children, parents /carers of the children attending, any other individuals involved in the day to day operation of the setting. Some groups of people are more vulnerable to the virus and these include the elderly, pregnant women and those with existing underlying health conditions.

### **What controls are required to limit the spread of the virus?**

The following controls will be in place at all times at Southsea Nature Nursery:

#### **1.Handwashing**

- All staff and children will be required to wash their hands immediately upon entry to the setting and before leaving.
- Hand washing facilities will be available at all times with soap and water in place.
- Paper towels will be used to dry hands and these will be placed in the bin outside of the bathroom.
- Foam Sanitisers will be available in any areas where there are no immediate hand washing facilities for example in the garden. but going inside to wash will be encouraged as much as possible.
- Staff and children will be reminded to wash their hands on a regular basis for a period of 20 seconds with soap and water and reminded of the importance of

drying hands properly with the disposable towels. Children will be supervised at all times when hand washing to ensure that they do so properly.

- All children will be reminded to catch coughs and sneezes in a tissue which will be disposed of immediately in a lidded pedal bin. The contents of the lidded bin will be disposed of at the end of every session. Follow Catch it, Bin it, Kill it to avoid touching the face , eyes, nose or mouth with unclean hands. Tissues are made available throughout the setting.
- Staff to report any problems and carry out skin checks as part of skin surveillance programme. Natural Child's Farm cream will be available within the setting to protect hands from increased washing. Natural mild soap will be used to reduce agitation to skin and safe enough for eczema prone skin.

## **2.Cleaning**

Frequent cleaning and disinfecting of objects and surfaces that are touched regularly particularly in areas of high use such as door handles, furniture and toys. The areas will be cleaned regularly using appropriate cleaning products and methods such as disinfectant. Rigorous checks will be carried out by Amber to ensure that the procedures are being fully adhered to at all times. Activities such as play dough and clay will be disposed of at the end of each session.

## **3.Social Distancing**

The recommended distance for safe distancing is 2metres. however this is difficult to maintain in a setting such as a nursery. The following changes will be made to the running of each session:

- Parents /carers will have limited access to the setting inside and asked to drop off at the door where ever possible.
- Parents picking up their children at the end of the session will be asked to wear masks. All windows and doors will be open for ventilation
- Parents will be asked to practice safe distancing whilst waiting to drop off their children. We appreciate that this will increase the time waiting to enter the nursery therefore please stagger getting out of your car to avoid long queues.

- Staff will keep a 2 metre distance from each other and take breaks individually, outside or in well vented rooms.

### **Play and resources**

- Dressing up will be rotated to enable them to be cleaned Some activities will be suspended or limited if staff see it as a high risk for cross contamination. Such as messy play.
  - Play dough will be made fresh daily in batches and disposed of as soon as a child has finished with it.
  - All resources will be cleaned at the end of the session. Outdoor play will be encouraged as much as possible. The garden door will be kept open from 9.00am until the end of the day.

### **• Sickness**

- Parents have the duty to inform us if there is a case of covid-19 in their house hold or if they have been in touch with anyone who has.
- please book a PCR test if you have symptoms fo Covid.
- If a child tests positive for Covid they must stay away from the setting for the allocated time.
- If we have a positive case at Southsea Nature Nursery we will inform all families.
- Nursery staff can ask to see proof of test results and deny attendance until they have seen results.
- We will not accept any child who shows any signs of being unwell, including tummy upsets, sickness, temperatures, headaches, ear aches, sore throats or any kind of cough. this will reduce the chance of staff or other children becoming ill.

- If anyone becomes unwell with a continuous new cough or a high temperature they will be sent home to follow the stay at home guidelines. If we see the need to take a child's temperature through out the day we will.
- Parents have the duty to inform us if there is illness in their household.
- Children and staff with any signs of illness should not attend nursery.
- We will no longer be accepting children who have taken paracetamol within the last 24 hours, which could mask a temperature.

### Closures

Nursery will continue to operate if there is a positive case reported under the new guidelines.

We will inform all families if we have a reported case.

We are required to inform public health if we have 5 or more reported positive cases in a ten day time frame.

We may be required to close if public health advise us.

WE may be required to close if 2 or more staff test positive at he same time.

This policy was updated on August 2021 and will be reviewed on a termly basis.