

Countryside Day Nursery Policies

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Countryside Day Nursery- Policies for revised Early Years Foundation Stage (EYFS).

Vision Statement: "Countryside Day Nursery-a breath of fresh air in childcare"

Nurturing independence, confidence and learning in a happy, healthy and welcoming environment.

At CDN we have the following values and aims –

- By providing a happy, welcoming, high quality, safe environment all the children enjoy attending.
- We actively promote Fundamental British Values and support children's well-being, welfare and prevent radicalisation and extremism within our setting. To encourage and nurture independence, confidence and equality of opportunity and anti-discriminatory practice, ensuring every child is valued and supported.
- We treat all children as individuals and meet their developmental needs.
- To recruit and nurture qualified and experienced staff, and to encourage trainees, who are committed to the education and the well-being of the children.
- To provide a secure foundation through learning and development opportunities of the Early Years Foundation Stage curriculum and to ensure children's "school readiness".
- To provide a good understanding of the importance of healthy eating, oral hygiene and keeping safe online. Staff complete training on supporting and delivering age appropriate fun, interactive and learning opportunities.
- To provide enriching activities that the children may not have access to at home.
- To ensure that equipment is well maintained and appropriate.
- To prepare the children for a happy transition to school, eventually encouraging socialising with peers due to attend the same school.
- To work in successful partnerships with parents, professionals and other Early Years settings.

Our childcare policy...

- Sets high standards for learning, development and care
- Provides equality of opportunity and anti-discriminatory practice, ensuring that every child is included.
- Creates the framework for a partnership between parents and professionals in all settings that the children may attend.
- Improves the quality and consistency of care and learning in the early years through a universal set of standards.
- Lays a secure foundation for future learning through individual plans for each child, informed by ongoing assessment.

Operational Plan

The Use of Space and Grouping of Children.

The rooms are as follows:-

- | | | |
|-------------------------|------------------------|-------------|
| 1) Little Squirrel Room | rising pre school | 20 children |
| 2) Big Squirrel Room | pre-school | 24 children |
| 3) Hedgehog Room | 18 months to 2.5 years | 20 children |
| 4) Ladybird Room | 3 months-18 months | 15 children |

Rooms 1, 2, 3 and 4 are self contained rooms for each particular age group. Each room has a creative area and a play area where activities are set out according to age and ability. Rooms 1, 2, 3 and 4 have their own individual toileting area or nappy changing facilities and the same staff work in each room, therefore, the children gain continuity of staff throughout their sessions.

Staff Management.

<u>Supervision</u>	<u>Responsible to</u>	<u>Responsible for</u>
	Manager	Group Supervisors Assistant Group Supervisors Cook Nursery practitioners Trainees
Group Supervisor	Deputy Manager Manager	Assistant Group Supervisor Nursery Practitioners Trainees
Assist. Group Supervisor	Group Supervisor Manager & Deputy Manager	Nursery Practitioners Trainees
Nursery Assistants	Assist. Group Supervisor Group Supervisor Manager & Deputy Manager	Trainees

There is a staff handbook and staff privacy policy – if needed please request

Section 1 – The Learning and Development Requirements

At Countryside Day Nursery we ensure that we monitor the development of children's capabilities enabling children at Nursery to complete the EYFS in preparation for their lifelong learning journey.

1.1 The EYFS learning and development. (EYFS 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10)

- There are seven areas of learning and development, 3 prime areas, Communication and Language, Physical and Personal, Social and Emotional and 4 specific areas, Literacy, Mathematics, Understanding the World and Expressive arts and design.

The 3 prime areas are listed below with some examples of the activities which we will incorporate:-

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The 4 specific areas are listed below with some examples of the activities which we will incorporate:-

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

- **Understanding of the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and

encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

- The Early Learning Goals summarise the knowledge, skills and understanding all young children should gain by the end of the Reception year. However, if children are very confident and capable within the Nursery setting and may possibly be reaching the Early Learning Goals, then we will work in partnership with local schools and parents to continuously maintain and extend the child's knowledge, skills and understanding.

- The children are being continuously assessed by their key person, and we request parents or carer permission to complete these assessments. The children's learning, progress and development are recorded and shared with parents using Tapestry which is an online journal and EYFS overviews. Children's progress is discussed with parents and/or carers at termly parent days and a summative progress check is written for all children along with a specific progress check between 2 and 3 years. If a child's progress in any prime area gives cause for concern, the key person will discuss this with the child's parents and/or carers and agree how to support the child. The key person will also complete observations and discuss the child's individual needs with the Nursery's SEND to consider whether a child may have a special educational need or disability which requires specialist support (See Special Educational Needs and Disabilities-3.24)

The key person considers the individual needs, interests, and stage of development of each child and will use this information to inform the planning. The key person working with the youngest children focuses primarily on the three prime areas, which are the foundations for successful learning in the other four specific areas and will use the latest updated Development Matters (September 2023). It is possible that a more equal focus on all areas of learning will happen as the children grow in confidence and ability within the three prime areas

1.2 Children with English as an Additional Language (EYFS 1.8)

For children with English as an additional language, the Nursery will provide opportunities for children to develop and use their home language in play and learning whilst supporting their language development at home. The Nursery will ensure that children have sufficient opportunities to learn and reach a good standard in English language. When assessing communication, language and literacy skills, the key person and the SEND will assess children's skills in English. If a child does not have a strong grasp of English language, the key person and SEND will explore the child's skills in the home language with parents and/or carers. If a child with English as an additional language attends the setting, we will incorporate this language into our daily routine with pictorial representation, books, posters, purchase relevant resources, celebrate festivals to make the child feel comfortable within the setting, if the parent requests this. Some parents may prefer for their home language to be used just in the home and encourage the child to use English in the setting. If this is the case then we

will work with the parents to understand their individual requirements. For the parents there will also be opportunities for newsletters and any relevant documentation to be translated into their home language. The setting's SEND also support the child with English as an Additional Language.

1.3 Adult led and Child Initiated activities (EYFS 1.9)

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. We complete an ongoing judgement regarding the balance between activities led by children, and activities led or guided by adults. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Pedagogy; helping children to learn. Effective Pedagogy is a mix of different approaches as children learn through play, by adults modelling, by playing with their peers and through guided learning and direct teaching. For some of the older children they will need more of the guided learning and learning through group work, where staff will support their learning and skills. (Development Matters -September 2023)

1.4 Characteristic of Effective Learning (EYFS 1.10)

Throughout our planning we ensure that we reflect throughout the different ways children learn and these are reflected within our practice. The three characteristics of effective teaching and learning which we implement within the setting are:

- playing and exploring** - children investigate and experience things, and 'have a go';
- active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We use the Tapestry app to look to assess and support children's development of their Characteristics of Effective Learning.

1.5 Key Person (EYFS 1.11, 3.26)

Each child is assigned a key person and we inform the parents and/or carers of their name and explain their role, when a child begins the Nursery. The key person will give the parent an information sheet regarding their personal likes, hobbies and some background information about themselves in order to make the parent and child feel at ease and can straight away build up a relationship. The key person is responsible for the induction of the family and for the settling of the child into the nursery.

We offer an optional home visit if the parents feel it would be beneficial to the child, where the Principal and the key person visits for a short period, taking resources from

nursery to leave for the child to play and look at and spending time getting to know one another. The purpose of a key person is for parents to have a continuous point of contact, for the child to build up a close relationship when beginning Nursery in a new room, to ensure that every child's learning and care is tailored to meet their individual needs and also responsible for ensuring all assessments are kept up to date. We provide a buddy system if the key person is absent. Parents are welcome to speak to all staff as well as their child's allocated key person and formal opportunities to speak with each child's key person will be at termly open days for parents.

Settling in It is of paramount importance to this Nursery that all children should be treated with great care and consideration. A new child should feel comfortable and integrated into the life of the Nursery as quickly as possible. Prior to the child beginning nursery, we issue monthly newsletters and depending how confident the child is, or how the parent wishes to settle in their child, depends on the length of the settling in period. However, the procedure is as follows:-

- a) Parents are invited to complete an hour to begin with and at this point the key person will be completing a baseline assessment and discussing with the parent all of the important information about "getting to know" the individual child. The parent at this point stays and plays with their child. Initially settling-in periods are then recommended to last for one hour and they will increase in time dependent on how the child is settling. These sessions will be where the key person will be working closely with the child, and having discussions with parents. The amount of settling-in sessions will vary from child to child, however, we usually recommend a period of 4-6 weeks to complete this process thoroughly.
- b) Parents are welcome to use the parent room or wait in their car if they wish to leave their child for part of the time.
- c) When the child is settled enough, the parent increases their time away from their child and is welcome to leave the Nursery where we will charge the hourly rate for this time.
- d) When the child is confident, gradually the time increases to a full session.
- e) If we feel that the child is not ready to begin Nursery, and he/she is finding it difficult to settle in the environment, then we will suggest to the parent to provisionally stop Nursery and see how the child feels at a later stage.
- f) We recognise how valuable a Nursery setting is to every child, and if the parent does not have a positive attitude towards leaving their child, then this will undoubtedly reflect on the child's confidence when settling. We may suggest alternative child care arrangement for you and your child if your child is not settling, as we appreciate that this can be a difficult time for both adult and child.

g) On occasions the key person may suggest that a child increases their weekly sessions to help them to settle within the nursery or may suggest to bring in other familiar transitional objects from home.

h) It is our policy that, so far as possible, the Nursery sessions run in the normal way when a parent or carer is present. The parent should be able to see the regular pattern of what happens during the day, how the staff deal with anything unexpected and in particular they should be able to see the level of care received by all the children within the Nursery.

j) We are very happy to receive telephone calls from parents or carers at all times. We fully understand that parents are concerned about their child's welfare and are likely to feel upset at leaving him or her in someone else's care. We will aim to alleviate these fears, but if a child is very upset it is our policy to tell the parent, requesting them to return to Nursery, or asking them to call again to see if their child is happier and settling in better.

Section 2 – Assessment

2.1 Assessment (EYFS Framework -January 2024- 2.1, 2.2, 2.3)

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process and we continuously observe the children to understand their levels of achievements, interest and learning styles. We then begin to use these observations to plan for each individual child. When the children begin Nursery, we request parents sign on the registration form to give their permission for us to assess the children's development. It is important that we gain parent's permissions as assessment of children is a statutory requirement of the EYFS.

Assessments will be undertaken by all staff, and these should not entail prolonged breaks from interacting with the children so we limit any recording to that which is absolutely necessary to ensure that the children's learning and development is not hampered. Parents are kept up-to-date with their child's progress and development as termly parent days are organised and staff keep records of when parent's last attended a meeting, and will endeavour to contact parents for regular updates. Progress reports are also written around every child's birthday children and these are discussed with parents. Through using this information staff will support the child's development and learning

2.2 Progress check at age two (EYFS – January 2024 2.4, 2.5, 2.6)

When a child is aged between two and three, the key person will review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, the key person will discuss this with the parent and the Nursery SEND and will then follow our SEN policy to support the child's future learning and development (Cross reference Special Educational needs and Disability Policy 3.24). If the child attends two or more settings, it will be the setting where the child spends the majority of their time who will complete the progress check.

The Key Person will discuss with parents and/or carers how the summary of development, documented in the progress check can support learning at home. The key person will encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor, and/or a teacher (if a child moves to school-based provision at age three). The progress check is completed before the child's third birthday. This is when health visitors and practitioners at the Early Years setting will gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit. These reports should inform each other and support integrated working. This will enable this report to inform the Healthy Child Programme health and development review. Consent of parents and/or carers is always requested on the registration form to assess, observe and share information directly with other relevant professionals.

The Integrated Review- From Spring 2016, there will be an expectation that early year's providers will be sharing information and records with local authorities and health visiting services for young children at 2 and a half years. Therefore, information will be shared with other professionals working with the child. In order to protect the children from harm and conflict some safeguarding information given to GSCP may be withheld from one or both parents.

2.3 Assessment for the child's transition to school (EYFS 2.6)

In the Summer Term before the child begins school in September a meeting will be arranged with the parents and the reception teachers to speak with the child's key person. The child's development will be discussed and any support which may need to be put in place for the child, to ensure a smooth transition from Nursery to School, will be discussed at this time.

Section 3 – The Safeguarding and Welfare Requirements

3.1 Introduction (EYFS 3.1, 3.2,)

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for

them. Our setting works with children, parents and the community to ensure the rights and safety of the children and to give them the very best start in life. We ensure all staff and parents are made aware of our safeguarding policies and procedures

At Countryside we take the necessary steps to keep children safe and well and as providers we ensure that we, safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures. We have named officers- Grace Raines (SEND) , Laura Workman (DSL), Grace Raines (DDSL), Grace Raines (Personal, Social and Emotional Representative), and Grace Raines (Communication and Language Representative) to support children in all areas of their development, but they are also available to support children who are experiencing safeguarding and welfare concerns.

3.2 Child Protection (Safeguard Children) (EYFS 3.4, 3.5, 3.6, 3.8)

“As a setting we are committed to Child Protection and Safeguarding throughout all aspects of everyday practice at Countryside Day Nursery”

As providers we are trained and informed to be alert to any issues for concern in the child’s life at home or elsewhere. We follow our policies and procedures to safeguard the children and these policies are in line with the guidance and procedures of the Gloucestershire Safeguarding Children’s Partnership (GSCP). Two dedicated practitioners (Grace Raines and Laura Workman) are designated to take lead responsibility for safeguarding children and these staff are known as the Designated Safeguarding Leads (DSL). Grace Raines and Laura Workman are responsible for liaising with the GSCP and Grace and Laura provide support, advice and guidance to any other staff on an ongoing basis. All staff complete regular child protection training and are fully aware of the settings policies and procedures for reporting and recording concerns. When the setting is in operation the DSL is available at all times during opening hours for staff to discuss safeguarding concerns.

The Designated Safeguarding Leads attend training every two years, the setting receives regular updates from the GSCP and safeguarding is included monthly at staff meetings. At staff meetings we will cover any updates and revisit current guidelines.

At Countryside we follow Gloucestershire’s revised “Levels of Intervention Guidance” (September 2023) which will support the DSL to make the correct judgement, recognise the appropriate action and signpost us to other guidance and support if necessary. Please refer to the following link:-

<https://www.gloucestershire.gov.uk/education-and-learning/graduated-pathway-practice-guidance/practitioners/graduated-pathway-flowcharts-and-levels-of-intervention/gscp-levels-of-intervention/>

The Designated Safeguarding Leads have read and understand the 'Keeping Children safe in Education' document issued in September 2023. All staff have read part one of this document (Page 6 to 22). During staff meetings on line we hold regular quizzes to show staff's understanding of this document and all new staff are given this document to read on starting with us.

We ensure that all staff understand the safeguarding policy and procedures and have up to date knowledge of safeguarding issues. The training we access ensures that practitioners are able to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments: excessive one-to-one attention beyond the requirements of their usual role and responsibilities: or inappropriate sharing of images.

At Countryside we use Gloucestershire's 'Multi Agency Child Neglect Toolkit' which supports and assists all staff in identifying and assessing children who may be at risk of neglect. This document helps staff to reflect on the child's circumstances and will help put staff's concerns into context and identify strengths and resources.

Please refer to the link for "Multi Agency Child Neglect Toolkit for Gloucestershire"
<https://www.gloucestershire.gov.uk/gscp/safeguarding-resource-library/quality-of-care-profile-e-tool-previously-the-neglect-toolkit/>

Training for Child Protection

All staff have refresher training annually of every 2-3 years. Staff also access online training through Gloucestershire Safeguarding Children Partnership (GSCP training) and at monthly staff meetings we always include regular updates for all staff on safeguarding. These notes are emailed to all of our staff team

Countryside has installed appropriate filters and monitoring systems in place to protect the children from harmful online materials. This is completed by Shiraz Badat and checked regularly when he works on the computer systems.

During times of operation Grace Raines and Laura Workman (Designated Safeguarding Leads) are available at all times to discuss safeguarding concerns.

If there is an incident the Principal will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Countryside will follow the Government's statutory guidance "Working together to Safeguard Children- December 2023"
https://assets.publishing.service.gov.uk/media/65cb4349a7ded000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

If there is a concern we will notify agencies with statutory responsibilities without delay. This means GSCP, Ofsted and, in case of emergencies, the police. Grace Raines will also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

At Countryside we follow the latest flowcharts and procedures from GCSP:- Please see link below (Reviewed at GSCP on 6-9-23):-
<https://www.gloucestershire.gov.uk/education-and-learning/graduated-pathway-practice-guidance/practitioners/graduated-pathway-flowcharts-and-levels-of-intervention/graduated-pathway-flowcharts/>

Child Protection.

We acknowledge that abuse of children can take different forms and safeguarding action may be needed to protect children and learners from:-- physical, emotional, sexual abuse, neglect; bullying; including online bullying, cyber bullying, discriminatory bullying and prejudice-based bullying; racist, disability and homophobic or transphobic abuse; gender-based violence/ violence against women and girls; radicalisation and/or extremist behaviour; child sexual exploitation and trafficking; the impact of new technologies on sexual behaviour, for example sexting and accessing pornography; teenage relationship abuse; substance misuse; issues that may be specific to a certain local area or population, e.g., gang activity and youth violence; domestic violence; female genital mutilation; forced marriage; fabricated or induced illness; poor parenting, particularly in relation to babies and young children; breast ironing, invasive drones, child on child abuse and any other issues not listed but those which pose a risk to children, young people and vulnerable adults.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It also relates to:-

- Children's and learner's health and safety and well-being, including their mental health
- Meeting the needs of children who have special educational needs and/or disabilities. We recognise the additional barriers that exist when recognising the signs of abuse and neglect of children who have SEN or disabilities.
- The use of reasonable force
- Meeting the needs of children and learners with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety and associated issues
- Appropriate arrangements to ensure children's and learner's security, taking into account the local context.
- Staff, leaders and managers also recognise that children and young people are capable of abusing their peers and the safeguarding procedure in this document will apply in these circumstances too.

When faced with welfare concerns that might result in the impairment of a child's health and development or possibility that a child is suffering or likely to suffer significant harm we adhere to the Gloucestershire Safeguarding Children's Partnership Handbook. <https://www.gloucestershire.gov.uk/media/13019/dsl-handbook-version-jan-17.pdf>

Grace Raines or Laura Workman, will always call the helpline for advice if required.

The procedure is as follows:-

The child's key person as a concern and then consults with the DSL. The key person makes a written dated record of the details of the concern, in an appropriate and timely way and discusses what to do with the designated safeguarding lead (DSL). These records are held securely and shared appropriately where necessary, with or without parental consent, if the situation is deemed dangerous to the child.

Following concerns....

- Consultations are made with the Designated Safeguarding Lead (DSL) and medical attention is sought if a child requires immediate treatment.
- The Key Person and the DSL complete a confidential written record of the nature and circumstances surrounding the concerns. This written record is recorded with

details of the next required action to be taken. The Principal preferably should be present.

This information should also include the date, time of observation or disclosure, the exact words spoken by the child as far as possible. These records are signed by the professionals and also discussed and with the parent (unless the concern amounts to a safety concern for the child).

The key person or the DSL explains to the parent that they will be seeking advice or making a referral from GSCP. This discussion will only take place with the parent if the DSL judges that the child would not be put at risk. If the concern is of a sexual or dangerous nature then the parents will not be informed before the DSL contacts GSCP.

The Designated Safeguarding Lead then seeks advice or can make a referral to children's social care through the children's helpdesk on 01452 426585. Option 1 for urgent referrals and option 3 for the Children's practitioner's advice line.

If the DSL is contacting the Children's Helpdesk for advice about a child welfare matter, the DSL will be transferred to the appropriate social work team, dependent on where the child lives. During these discussions the DSL needs to be clear about the nature of the concerns and any history held by ourselves that we know.

Alternative ways of addressing concerns may include provision of extra support for the families or initiating a multi-agency support. The Community Social Worker may be also contacted for support for the child and the family. The Nursery's Community Social Worker is Keira Shortman and her contact details are 07765 416109.

- In those cases where the concerns do amount to possible impairment to a child's health and development or the possibility that a child is suffering, or likely to suffer significant harm, we will be advised that a referral is appropriate and necessary. Therefore, a referral is then made to the Children's Help Desk on 01452 426565 and this will be recorded on the social work database
- When making a referral the DSL will be contacting the Multi- Agency Safeguarding Hub (MASH), and we will then need to complete a Multi-Agency Request Form (MARF). The MARF form will include personal information about the family and the child, the nature and degree of Countryside's concerns (including any previous concerns held by ourselves) as well as contact details about the setting.
- These details will be passed onto the appropriate social work team, determined on where the child lives, a social worker will then contact the setting and discuss the DSL concerns within the next 24 hours.
- In circumstances where there is an immediate risk the DSL will be put through to the social work team to discuss the next steps.

- The discussion with the social work team will include what action is appropriate in the light of the information supplied and any information held by the social work team including whether there are alternatives to a referral, if a referral is not appropriate.
- The social work team may need to conduct further enquiries before making a decision about whether to accept the referral: this decision will then be fed back to DSL.
- If the nursery feels that the response from the social work team has not addressed the concerns for the child, advice about procedural issues can be obtained using the new “resolution of professional disagreements in work relating to the safety of the children (escalation policy)” which is available through SW child protection procedures and can be accessed via <https://www.gloucestershire.gov.uk/gscp/>
- For out of hours Social Work advice we will be contacting the Emergency Duty Team on 01452 614194 and for out hours concerns we will be contacting the Police Control Room on 0845 0901234.

Safeguarding is not just about protecting children and others connected within our setting from deliberate harm, neglect and failure to act. It includes all aspects of care and education. We offer support in many areas through Early Help Services where we can signpost parents to relevant professionals and/or agencies.

Subsequent Action.

Following a referral, enquiries will be undertaken by Social work team, other agencies involved with the child and possibly the police. Staff may be required to provide statements and attend Initial Child Protection Conferences. In order to protect the child from harm and conflict some safeguarding information given to GSCP maybe withheld from one or both parents.

3.3 Looked After Children

Countryside is committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to enabling “looked after children” in their care to reach and achieve their full potential.

Definition of “Looked After Children” is children who have been taken into care or accommodated by the Local Authority. Most will be living in foster homes, some maybe in a children’s home, living with a relative or even placed back home with their natural parent. We recognise children who are being looked after often experience traumatic

situations, physical, emotional, sexual abuse or neglect. However, we recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into 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.

For all children we complete an in depth settling-in process to get the most out of their educational opportunities for children to cope with separation, new environment and expectations (cross reference see settling-in policy under Key person 1.5)

Procedures

The designated person for looked after children is the designated child protection co-ordinator. The designated person ensures the key person has the information support and training necessary to meet the looked after child's needs. All relevant agencies and practitioners involved with the child consult information together. The setting recognises the role of the Local Authority Social Care department as the child's corporate parent and the key agency in determining what takes place with the child. At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. The plan is reviewed after two weeks, six weeks and three months, thereafter at three to six monthly intervals.

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

The child's emotional needs and how they are to be met.

How any emotional issues and problems that affect behaviour are to be managed.

The child's sense of self, culture, language/s and identify how this is to be supported.

The child's needs of sociability and friendship.

The child's interests and abilities and possible learning journey pathway and how any special needs will be supported.

What contact the child will have with his/hers birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting when, where and what form the contact will take will be discussed and agreed.

With the social workers agreement and as part of the plan the birth parent(s) should be involved in the settings activities that include parents, such as outings, fun days etc alongside the foster carer. 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. 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 and reported to the child's

social care worker according to the **Child Protection Policy** (Cross reference see 3.2).

Regular contact should be maintained with the social worker through planned meetings which will include the foster carer. Transition to school will be handled sensitively and the key person will liaise with the school passing on relevant information and documentation with the agreement of the birth parents.

3.4 Allegations against staff and Disqualification (EYFS 3.5, 3.14, 3.15, 3.16, 3.17, 3.18,)

If a professional or the Principal receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to: 1) a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or

2) possibly committed a criminal offence against or related to a child, or

3) behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

4) Have completed the self disclosure declaration of criminal record and other relevant information form, and this warrants a concern about a particularly staff member.

5) If a staff member or volunteer misuses a mobile phone/ smart watch/ camera within the setting.

Then the professional should: report the concern to the Principal (DSL) not implicated in the allegation.

The DSL will complete a written record of the nature and circumstances surrounding the concern, including any previous concerns help. Include where the concern came from and brief details only.

There are two aspects to consider when an allegation is made:-

1) Looking after the welfare of the child

2) Investigating and supporting the person subject to the allegation

(Taken from KCSiE, (September 2023) Para 361)

The DSL will contact the Local Authority Designated Officer (LADO) for advice prior to investigation the allegation. The LADO should be informed within one working day of the allegation which has been made. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation. Local Authority Designated Officer (LADO) – Tel: 01452 426994 The LADO will offer advice on any immediate action required and will assist with

employment and safeguarding issues. If the situation is an emergency, the police may also be called.

If, after the initial discussion with the LADO, it is agreed that the allegation meets the criteria, an allegation management referral form will be completed. The LADO will review referrals and convene an allegations management meeting. This might result in a criminal investigation, a Social Care investigation and /or an investigation to inform whether disciplinary action is required. If it is agreed that the allegation does not meet the criteria, the LADO will record the initial discussion and this will be sent to the Nursery. Any further action will be taken within the Nursery if necessary

Further meetings might be required and these will be convened by the LADO, with DSL input at all times. Further information on the Allegations Management process can be found in the Government Document: Working Together to Safeguard Children December 2023, Part4 Keeping Children Safe in Education and the South West Procedures. Following GSCP Procedure and the guidance Successfully Managing allegations against people in a position of trust- An Employers guide (2022):-

www.gloucestershire.gov.uk/media/itcdpkwm/successfully-managing-allegations-against-people-in-a-position-of-trust-who-work-with-children-an-employers-guide-dec-2022-v5.pdf

Countryside will give Ofsted the following information about either the registered person or any staff employed:-

- Details of any order, determination, conviction or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006.
- The date of the order, determination or conviction, or the date when the other ground for disqualification arose,
- The body or court which made the order, determination or conviction, and the sentence (if any) imposed.
- A certified copy of the relevant order (in relation to the conviction)

In the event of disqualification of a person employed in the setting, the Principal will contact the LADO (Local Authority Designated Officer) and then relevant professionals if necessary. The professionals will then complete an investigation by completing a written record of the nature and circumstances surrounding the concern, including any previous concerns. Information about where the concern came from and brief details only should be recorded.

If, after the Initial Discussion with the LADO, it is agreed that the allegation meets the criteria, a multi-agency meeting will be convened and the staff member will be invited. This might result in a criminal investigation, a Social Care investigation and/or an investigation to inform whether disciplinary action is required. If it is agreed that the allegation does not meet the criteria, the LADO will record the Initial Discussion and send it to Countryside for our records. Any further action will be taken within your setting if necessary. Further meetings might be required and these will be convened

by the LADO, with your input at all times. If deems necessary the Principal will suspend the member of staff for the duration of the investigation. The staff member will either go through the disciplinary procedure or have immediate unpaid suspension until further notice. This is not an indication of admission that the alleged incident has taken place but it is to protect the staff as well as children and families throughout the process. We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, which may include an allegation of abuse (see complaints policy 3.28)

If a parent makes an allegation against a member of staff they should firstly speak with the Principal, and the Principal will record the details of any such alleged incident. The Principal will then inform the complaint immediately to the Gloucestershire Children's Safeguarding Partnership and Ofsted, with details of measures we have taken. We will give Ofsted the following information for any allegations against staff or for any disqualification of staff, when relevant.

This information will be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

Whistle blowing policy

All staff at Countryside are aware of their duty to share any concerns regarding safeguarding and preventing and eliminating wrong doing within the nursery. If anyone has concerns about the conduct of others in the nursery this must be raised, in confidence, with the Principal, Grace Raines. Any matter raised under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation will be reported back. Staff will not be victimised or future job opportunities affected because they have raising a legitimate concern. If a malicious or false allegation is made then this will be considered to be a disciplinary offence. At Countryside we will be following the Whistleblowing procedures as stated in the keeping Children safe in Education (September 2023).

Safeguarding regarding Visitors.

On arrival the visitors will be asked for proof of their identify and will sign in. The visitors will also be informed of the fire drill procedures and will be asked to read a safeguarding form. The information will contain the following:-

"If during my visit a child discloses any information which I may think maybe of safeguarding concerns, or if I witness a staff member/student behaving inappropriately with the children, in order to protect the children I will forward this information to the

Designated Safeguarding Leads. These Professionals are Grace Raines or Laura Workman. This information will then be recorded in the Safeguarding File and I will sign to give my consent for this information to then be investigated further, following Countryside Day Nursery's safeguarding policies."

3.5 Confidentiality.

All suspicions, investigations and records are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Gloucestershire Safeguarding Children's Partnership and Ofsted.

Confidentiality and client access to records

Any information and knowledge will be on a need to know basis and will be kept confidential, unless the Principal considers the need to relay information to certain relevant parties. All members of staff and students will agree to respect the Nursery's confidentiality policy and will sign a copy of this document to indicate their agreement. Visitors and Parents should respect the staff role of confidentiality. Information shared between parents in a discussion or a training group is bound by a shared agreement that the information is confidential to the group.

Occasionally, we will need to record confidential information relating to the child or their family beyond the general personal information we keep (see Admissions – policy 3.27) – e.g. with regard to any injuries, concerns or changes in relation to the child or the family, any action taken in respect of child protection and any contact and correspondence of external agencies in relation to the child, such as GSCP or other professionals. This information will be held confidentially at Nursery and in some cases in order to protect the child from harm and conflict some information may be withheld from parents.

Some parents sometimes share information about themselves with other parents and the setting cannot be held responsible if information is shared beyond those parents, whom the person has confided in.

Client access to records procedures.

Any requests to see the child's personal records (Registration forms, collection forms) by a parent with parental responsibility must be made in writing to the Principal and this is then arranged, providing permission from both parents is granted. All third parties are informed that a request for a viewing has been received and asking for their permission to disclose to the person requesting it. Third parties include all family members who may be referred to in the records. It may be necessary for the nursery

to refuse consent to disclosure information but instead we may request that the two parties directly contact one another. The Principal and/or nursery staff may remove any information such as any contact details, before access. The file should never be given straight over, but should be explained by the setting leader. Legal advice maybe sought before sharing information, especially when a parent has possible grounds for litigation against the setting, or against each other or another third party.

3.6 Information Sharing

We recognise that parents have a right to know that information they share will be regarded as confidential as well as, be informed about the circumstances and reasons when we are obliged to share information. We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest that is when...

- It is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult.

This decision should never be made by an individual, but the Principal and relevant staff should decide.

The criteria is as follows:-

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

Procedure

1. We will explain to families, how, why and when information will be shared about them and with whom. The consent is normally obtained unless it puts the child at risk or undermines a criminal investigation. All parents have access to copies of up-to-date policies either via our website or paper copies. We ensure parents have information about the circumstances when the information will be shared with the external agencies e.g. with regards to special needs or transitions to school.

2. We will consider the safety and well-being of the child when making a decision about sharing information. If there are concerns regarding significant harm the child's well being and safety is paramount. We record concerns and discuss this with the setting's Designated Safeguarding Lead.

3. We will seek advice when there are doubts about possible significant harm to a child or others. The Principal contacts GSCP for advice when she has doubts or is unsure.

4. Information should be accurate, up to date and necessary for the purpose it is being shared for and shared only with those who need to know and shared securely.

5. Parents sign a registration form to declare that they agree to our terms of attendance including our policies.

At Countryside we have a duty to maintain records and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted) to ensure the safe and effective management of the setting and to help ensure the needs of all children are met. We provide a two way flow of information with parents and/or carers and between providers if a child is attending more than one setting. We encourage parents and/or carers to add their comments into their child's records. Where parents have separated and we see one parent only, there is an expectation that this parent will inform their ex-partner of any information regarding their child as they deem appropriate.

Records are kept easily accessible and available, however, confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional to see them. Staff also have an understanding that they also need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

3.7 Acceptable users Policy for IT equipment

We believe our staff should be completely attentive during their hours of working, to ensure all children in the nursery receive good quality care and education. Mobile phones and other electronic devices such as smart watches that have imaging and sharing capabilities are not to be used or within the Nursery rooms during working hours and are kept in staff lockers in the Staff Room. Spot checks are made periodically on mobile phones. We also feel that restrictions need to be placed on staff when they access social networking sites. The nursery has a high reputation to upkeep and comments made on sites such as 'Facebook', personal blogs, twitter, MySpace, Personal Websites all could have an impact on how parents using the nursery, view the staff. We request that parents do not use mobile phones whilst in the nursery. Staff must not post anything onto social networking sites such as 'Facebook' and other sites as above that could bring the Nursery into disrepute. Staff must not post anything onto social networking sites that could offend any other member of staff or parent using the nursery. Staff must not send or accept friend request from parents or carers on any

social network. If any of the above points are found to be happening then the member of staff involved may face disciplinary action, which could result in dismissal.

We also ask that parents do not create social media groups connected with the Nursery and that parents do not share any images, posts or information which Countryside Day Nursery has released via Tapestry onto their own social media pages.

Staff may only use the designated Nursery ipads to take photographs of the children. These photos are uploaded onto Tapestry and deleted from ipads and maybe also used for evidence for Quality Assurance schemes taking place within the setting, on the Nursery's website or on the monthly newsletters which are published on-line.

All images will be used in a manner respectful of the eight Data Protection Principles:-

- 1) fairly and lawfully processed
- 2) processed for limited, specifically stated purposes only
- 3) used in a way that is adequate, relevant and not excessive
- 4) accurate and up to date
- 5) kept on file for no longer than is necessary
- 6) processed in line with an individual's legal rights
- 7) kept securely
- 8) Photos to only be downloaded onto settings computers

Children using ICT equipment

The influence and value of ICT is firmly embedded within the EYFS and therefore it is reflected in practice. Our practitioners will be encouraging the children to use a range of ICT [resources] which includes cameras, photocopiers, CD players, tape recorders, iPads, programmable toys and computers. Within our role we will be supporting the children to access the internet safely to research and we will be tracking and recording the progress of children electronically to share with parents and carers.

The Principal and the staff ensure that universal efforts are concentrated on minimising risk, whilst giving the children the opportunity to use ICT resources. The computers will be secured online and the children will not be able to access unsuitable materials. Regular information will be sent to parents advising our parents of the safest way to use technology with their children at home. Children are taught about safeguarding risks, including online risks. Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

We also promote the 4 c's outlined in Keeping Children safe in Education (2023) which is Content, Contact, Conduct and Commerce and we inform our parents of this information too.

- Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: child to child pressure, commercial advertising and adults posing as

children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.

- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel our pupils, students or staff are at risk, we will report this to the Anti-Phishing Working Group (<https://apwg.org/>).

3.8 Suitable People (Suitability of Adults) (EYFS 3.9, 3.10, 3.11, 3.12)

The Principal will ensure that the practitioners or volunteers working in the Nursery are suitable to fulfil the requirements of their roles. We have an effective recruitment system in place to ensure that practitioners and any other person who is likely to have regular contact with children are suitable. The DSL completes Safer Recruitment Training and also refers to the Guidance for Safer Working Practice of Adults who work with Children and young People in Education (February 2022) – link below www.virtual-college.co.uk/guidance-for-safer-working-practice-2022.pdf

We follow the flowchart of disclosure and barring service criminal record checks and barred list checks from page 60 from Keeping Children Safe in Education (September 2023). This policy also covers the recruitment of ex-offenders and is made available to all enhanced disclosure applicants at the outset of the recruitment process.

We follow the steps to safer recruitment:-

Before we release the post

1. We have an up-to-date policy that describes the process before the post is advertised.
2. We have a safeguarding/child protection policy which has a statement about our commitment to safeguarding.
3. We will issue an up-to-date job description for the required position.
4. Any advertisement prepared will contain all the necessary information about the role, timetable for recruitment and our commitment for safeguarding.
5. We have a suitable candidate information pack containing information about the organisation, role, recruitment timetable, child protection policy and application form.

Before we Interview

6. We will ensure that each application received is scrutinised in a systematic way by short listing before sending invitations to interviews.
7. We will ensure that all appropriate checks have been undertaken on a shortlist of candidates, including references from both the most recent employer and most recent educational setting

8. We will ensure that all interviewees will be asked to spend the full day to work with the children- not left unattended.

Before we select our preferred candidate

9. We will conduct a face-to-face interview for all shortlisted candidates based on an objective assessment of the candidate's ability to meet the job description.
10. We will ensure that all specific questions are designed to gain required information about each candidate's suitability, including those needed to address any gaps in information supplied in the application forms or CV.

Before we formally appoint

We will ensure that we are able to make a confident selection of the preferred candidate based upon their demonstration of suitability of the role, following a session attended at the nursery.

We are responsible for obtaining enhanced criminal records checks in respect of every person aged 16 and over who will be working directly with children and unsupervised.

The Principal will inform staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). Staff will not be allowed to have unsupervised contact with the children unless a DBS check has been completed and is clear. The Principal records all staff qualifications, the vetting process, identity checks (including the criminal records disclosure, reference number, the date a disclosure was obtained and details of who obtained it and a right to work in the UK check). We also meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006 which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm. We complete a single central record where all of this information is safely stored.

Specific procedures relating to ex-offenders:-

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences. We encourage all applicants called for interview to provide details of their criminal record when at an early stage in the application process. We request that this information is sent under separate, confidential cover to the Manager and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

When staff leave Countryside the Nursery's policy is to only write a factual reference. The Nursery can or will refuse to write a reference if necessary. Staff must not inform the parents of their leaving as the Nursery will write to all parents to inform them of staff changes and who the replacement will be.

3.9 Policy on Baby Sitting.

Occasionally staff may be asked to complete baby sitting, however, the Nursery takes no responsibility for recommending staff or for being held responsible whilst staff are working at a parent's house completing baby sitting/ nannying duties. The Nursery also takes no responsibility for staff's partner's in these situations.

3.10 Staff taking medication/other substances (EYFS 3.17)

Practitioners are not allowed to be under the influence of alcohol or any other substance. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice before working with the children. We will ensure that if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly then these practitioners will be allowed then to work directly with children. Staff and Children's medication on the premises is securely stored. Fridge medication is to be stored in the Fridge and other medication is to be stored in the office in the dedicated box or in the room in an out of reach cupboard -out of reach of children at all times.

3.11 Staff qualifications, training, support and skills (EYFS 3.18, 3.22, 3.21, 3.24)

In order to provide many fantastic daily experiences within our settings we acknowledge that the staff must have appropriate qualifications, training, skills and knowledge as well as a clear understanding of their roles and responsibilities. When staff first begin Nursery an induction procedure is undertaken to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, the setting's equality policy and health and safety. We will support staff to undertake appropriate training and professional development opportunities to ensure that staff offer quality learning and development experiences for children that continually improves.

The Introduction procedure for employed staff are as follows:-

- 1) The Principal completes an on-line DBS check with the new staff member through Capita. The Principal also explains the need for that staff member to apply for the update service and this is a highly recommended requirement now at Countryside. Until we have confirmation of a clear DBS the new staff member is not left unsupervised with the children.
- 2) The new member of staff must be given a tour of the Nursery, showing - fire exits, fire equipment, fire evacuation procedure and location of first aid boxes. The new staff member also completes the induction training and signs to declare that they know and understand all policies and procedures for induction.
- 3) The new member of staff must be shown where to access the full policies of the Nursery and asked to read them. There must be a discussion with the new staff member and the Principal regarding safeguarding, child protection, equality policy and

health and safety policy- the new staff member must have read and can therefore sign an acknowledgement that they recognise and understand these important policies.

4) The Nursery's policy on confidentiality, health and safety and all other induction items on the relevant check list must be discussed and signed to indicate agreement.

5) Conditions of employment must be confirmed as agreed at the interview – working hours, pay, holidays and procedures to follow in the event of illness.

Effective supervision provides support, coaching and training for the new practitioner and promotes the interests of the children. Supervision at Countryside should foster a culture of mutual support, teamwork and continuous improvements which encourages the confidential discussion of sensitive issues.

During the induction period of 3 months, there will be opportunities for staff to:-

- Discuss any issues- particularly concerning children's development or well-being
- Identify solutions to address issues as they arise
- Receive coaching to improve personal effectiveness

After 3 months there will be an interview with the Principal and the new staff member to go through all aspects of work and a contract issued if applicable and discuss the probationary period at the setting.

Staff appraisals are completed every 12 months where any training needs and opportunities for continued professional development are offered to staff. As a setting we are continuously supporting staff to improve their qualification levels wherever possible.

We also provide opportunities at monthly staff meetings for staff to:

- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address issues as they arise
- receive support from other staff members to improve their personal effectiveness.

Monthly staff meetings are available to all staff, with dates published well in advance and minutes are taken to ensure that staffs that cannot make these meetings are kept fully informed of what is happening within the Nursery. Staff who are training also have non-contact time with their tutor to complete any work or assessments which need to be completed.

Staff are continuously encouraged to continue with their Continued Professional Development and when staff have attended training, this is noted in their Learning personal file.

We also ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care.

Managing staff absences.

In order to cover staff absence, only 2 staff are allowed to take annual leave at any one time and staff deployment is organised on a weekly basis. Staff need to request days off, at least the week before, in order to ensure that staff are covered. When staff are ill, we have a contingency plan to organise cover to maintain our ratios using our supply staff cover. Sick leave is monitored and action is taken where necessary, in accordance with the contract of their employment.

Within the Nursery the Principal has a BA (Hons) and is the setting's Early Years Professional whilst the majority of the staff hold at least a full and relevant level 2 or 3 qualification. In the Principal's absence she will ensure that there is a named person who, in their judgement, is capable and qualified to take charge. All of the staff have a current paediatric first aid certificate and whilst the certificate last three years we have an annual refresher training.

Working Together and Showing Respect for Staff and Children.

It is our aim to provide a friendly and respectful working environment for all our staff and children. To implement this all members of staff must undertake to:-

1. Work together at all times and help each other out as much as possible.
2. Never talk derogatorily about a member of staff, if there is an issue, see the Principal.
3. Sort out problems promptly so that they are not allowed to fester.
4. Treat other staff in the manner in which is socially acceptable.
5. Show all children equal care and attention for individual needs.
6. Ensure that all children in their care receive lots of praise, encouragement and support.
7. Ensure that all staff and parents do not discuss a child's appearance, development, in front of the child.
8. Ensure if staff have issues between each other that these are discussed in the office confidentially with relevant bodies as soon as possible.

Policy on Professional and Performance Development Reviews.

The reviews take place annually and will consist of a meeting between the Principal, Senior Support Manager and member of staff. All discussions and issues raised will be written and signed by both parties. Prior to the meeting each member of staff will be given a date of the meeting and inviting them to consider any points they wish to discuss in the meeting.

Points to be discussed at the meeting are as follows:-

- Staff performance, Observation, assessment and planning, working with the children, working with the staff team, partnerships with parents.
- Immediate improvements which could be made in relation to this individual's job.
- Longer term improvements which could be made either to the Nursery or the individual's job.
- Any coaching and training which the staff member would like to complete
- Any confidential discussions of sensitive issues
- Any declaration of any changes to DBS information or changes to the individual's health status

The Principal will bring forward any issues that are felt relevant to this particular member of staff and will make notes on the discussion which arises. If as a result of the meeting specific action is considered relevant a date for this action to be completed will be set and the member of staff will be informed of this. Where necessary a date for a further meeting will also be set. Copies of staff reviews will be kept.

Policy on Stress.

In order to continuously reduce the build up of stress the work of all staff is noted and reviewed through:-

- Staff Professional and Performance Development Reviews in which achievements are noted and commended.
- Staffs achievements are commented on a day-to-day basis if and when appropriate.
- Open discussions of stress are arranged following requests of the Principal or an individual member or group of staff. It is important that if a member of staff needs to discuss any issues, no matter how small they must come and express their views to the Principal.
- Once a stress issue has been brought to the Principal's attention every stress issue is taken seriously and measures are taken in order to help the member of staff.
- Records of absence through illness are kept and regular contact is maintained with staff who are absent for long periods of time.

Policy on Earrings, Body Piercing, Nails, Uniform and Tattoos.

If either staff or children have pierced ears for safety reasons they must only wear studs. The Nursery does reserve the right to ask individuals to remove any piercing that may cause damage to the individual or others. All tattoos need to be covered. Nails must be non-obtrusive, a suitable practical working length and of subtle colour. Uniform is supplied to all staff and this must be worn at all times. Staff must look tidy with the correct polo shirt, fleece jacket and black trousers. Legging and jeans are not to be worn. Staff must always wear their name badges at all times.

3.12 Staff: child ratios (EYFS 3.27, 3.28, 3.29, 3.30, 3.31, 3.32)

At the Nursery we ensure that staffing ratios are high and often exceed the minimum requirement to ensure that the children have the best quality of care and education which we can provide. The principal will carefully look at the weekly numbers and decide the best possible way of how to deploy staff to ensure children's needs are met. Parents are informed if staff change rooms or leave their positions and parents are also kept fully informed of any newly recruited staff.

The ratio and qualification requirements below apply to the total number of staff available to work directly with children.

For children aged under two:

- there is at least one member of staff for every three children;
- One member of staff at least holds a full and relevant level 3 qualification, and is suitably experienced in working with children under two;
- at least half of all other staff hold a full and relevant level 2 qualification;
- at least half of all staff have received training that specifically addresses the care of babies;

For children aged two:

- there is at least one member of staff for every five children;
- One member of staff at least holds a full and relevant level 3 qualification; and
- at least half of all other staff hold a full and relevant level 2 qualification.

For children aged three and over:-

there is at least one member of staff for every eight children;

when there is an Early Years Professional (The Principal) working directly with the children then there can be up to 13 children

- one member of staff at least holds a full and relevant level 3 qualification;
- at least half of all other staff hold a full and relevant level 2 qualification

3.13 Health (EYFS 3.42)

Countryside Day Nursery's Policy in Health.

Parents are asked to keep their children at home if they have any infection and therefore to inform the Nursery as to the nature of the illness so that staff can inform other parents, maintaining confidentiality if needed at all times.

If a child appears unwell during the day with temperature, sickness, diarrhoea, the key person/buddy calls the parents and will ask for the child to be collected. If the child needs to be administered Calpol, all parents need to complete the section on the registration form, so that if a child needs calpol in an emergency, we will ring to speak

to the parent to get their permission, and they will sign a medicine slip on their return when they collect their child. Please note if a Doctor prescribes antibiotics/antibiotic cream for any disease/illness – all children must take these antibiotics on the prescribed day. Parents must administer the first dose.

If Paracetamol or Ibuprofen has been given to your child prior to them attending Nursery, we will not be able to accept them into the setting that morning.

Is your child well enough to be in setting? If a child is brought to setting at the start of their session and the parent discloses that the child has been unwell and has been given infant paracetamol/ ibuprofen in the morning, we will not accept the child into the setting.

- **Chest, Throat and Ear Infections.**

Children must be kept off Nursery for at least 24 hours after receiving medical attention.

- **Chicken Pox (Varicella).**

Incubation period: 13 – 17 days. The condition is infectious and the child may return to Nursery when all the spots have scabbed over and the child is well.

- **Conjunctivitis.**

Seek medical advice and then exclude when given 24 hours treatment on the day prescribed.

- **Fifth Disease or Parvovirus B19 (Slapped Cheek Syndrome).**

This viral illness causes a characteristic rash on the face (hence its alternative name of Slapped Cheek Syndrome) body and epidermis occur, mainly in young children, every three or four years. It causes few or no other symptoms in children. Adults may experience joint pains. Pregnant women should seek medical advice if they have an illness with a rash or if the children they are looking after have Fifth Disease. They should avoid further exposure to such children until they have received medical advice.

- **Hand, foot and Mouth.**

Incubation period 3 -5 days. This is a viral illness which causes small blisters inside the mouth and on the hands and feet. There is no connection with the virus causing animal Foot and Mouth disease. Exclude while ill or feverish and until all blisters have gone

- **Head Lice**

This is not excludable, but parents are strongly advised to treat their children and inform staff of any cases.

- **Hepatitis A.**

Incubation period 15 – 50 days. Children are infectious for one to three weeks before jaundice appears and for a few days after. Exclude until 7 days after onset of jaundice (or 7 days after symptom onset if no jaundice) and exclude while children are ill.

- **Hepatitis B.**

Incubation period 45 – 180 days (average 60 – 90). This type of hepatitis is transferred from person to person by blood products from a case or carrier infecting another person via injections or abrasions, etc.

- **Impetigo.**

The child must be excluded until lesions are crusted and healed or 48 hours after commencement of antibiotic treatment.

- **Infectious Diarrhoea and Sickness.**

There are often small outbreaks of gastro-intestinal upsets in schools/nurseries. These are usually due to viruses which are highly infectious and we treat these infections very seriously as we try to eliminate the spread of infection throughout the Nursery extremely quickly. Attention to personal hygiene may help to control the outbreak. Therefore, as a result, the child **must** remain away from Nursery for 48 hours after last loose bowel movement or until a formed stool is passed and 48 hours after the last bout of vomiting and ensuring the child is eating and passing food normally.

- **Influenza.**

Incubation period 1 – 3 days. Children are infectious for 3 – 4 days after onset. There is no need to exclude except while ill or feverish.

- **Measles.**

Incubation period 8 – 13 days. Vaccination offered to all pre-school children as MMR vaccine. Measles is therefore now very uncommon in school age children. Children are very infectious just before the rash appears and for 4 days after. They should be excluded for the period of 4 days from the appearance of the rash where the day the rash appeared is day zero.

- **Meningitis.**

If one case of meningitis (whether viral or bacterial) occurs in your school/nursery, control measures are not normally necessary. A letter to parents with the leaflet “About Meningitis” may be helpful. Children who have had a case of meningitis in the family should be allowed to attend nursery normally, even if they have been given antibiotics as a precaution. Children will be able to return to Nursery if they are feeling well and have no temperature.

- **Mumps.**

Incubation period around 14 – 21 days. Vaccination offered to all pre-school children as MMR vaccine. Children are infectious for one week before the swelling starts and until one week afterwards. They need to be kept off nursery for 1 week after infection has begun.

- **Ringworm.**

If the disease affects the scalp, the child must be excluded from Nursery until treatment has been completed.

- **Rubella (German Measles).**

Incubation period 14 – 23 days. Vaccination currently offered to all pre-school children as MMR vaccine. Rubella is therefore very uncommon in school age children. Women teachers of child bearing

age have a high risk of catching Rubella if they are not immune and should contact their GP if immunity is unknown. Children should not return until at least 4 days from the onset of the rash.

- **Scabies.** Ensure that the condition is treated and children can return after the first treatment.
- **Scarlett Fever.** Children can return 24 hours after commencing appropriate antibiotic treatment
- **Worms- thread, tape, round and any other type of worm.** Ensure the condition is treated and the child and family must stay at home for the whole treatment. The child and family must then be re-treated in two weeks' time or according to the pharmacist instructions to prevent re-infection. If a child is showing signs of any type of worm parents will be called and asked to collect their child straight away because the risk of infection spreading is very high.
- **Verrucae and Warts.** Normal activity. No exclusion from P.E., swimming or barefoot activities.
- **Whooping Cough (Pertussis).**
Incubation period 7 – 10 days. Vaccination offered to all pre-school children. Children are very infectious in the first week of coughing and less so subsequently. Exclusion should be for a period of at least 48 hours from commencing antibiotics treatment or 21 days from onset of illness if no antibiotic treatment. Children can return after this time when clinically recovered, they may often continue to whoop for long after they cease to be infectious.

3.14 Medicines (EYFS 3.44, 3.45, 3.46)

We continuously promote the good health of children attending the setting. We will administer long term medication e.g. asthma inhalers, under an agreed management plan which is reviewed every 12 months or before if any changes have taken place. If the child is taken to hospital during their time at Nursery all their medication and forms will be taken with them. If a child needs to have short term- medication at Nursery e.g. antibiotics, piriton (prescribed by the doctor or pharmacist) the parent must sign a medicine slip for us to be able to give medication. The medicines are labelled and stored in the office or in the fridge at the correct temperature away from the children. When the medication has been administered the permission slip is signed by two staff signatures and recorded. If the child needs to be administered Calpol, all parents need to complete the section on the registration form, so that if a child needs calpol in an emergency, we will ring to speak to the parent to get their permission, and they will sign a medicine slip on their return when they collect their child. We will only administer one dose of calpol, as if the child is needing calpol then the child should be collected from Nursery immediately.

If the administration of medication requires medical knowledge, individual training is given to relevant staff by health professionals or parent.

Managing medicines on trips and outings.

Date of Review of Policies- November 2024- next official review October 2025

Risk assessments are completed and staff are fully informed about children's needs and medication.

Medication is taken in a sealed plastic labelled box, with name, medication, consent form.

A staff member with paediatric first aid is always present on outings.

Managing Children with Allergies or/ who are sick and infectious. Parents are asked to inform staff of any known allergies, and recorded on the registration form.

A management plan is completed to detail the following before the child begins nursery:-

- Knowledge of allergy
- Nature of allergic reaction- signs and symptoms
- What to do in case of reaction
- Control measures such as how the child can be prevented from contact with the allergen.
- Review in 12 months or before if necessary.

Parent's/ health professionals train staff to administer appropriate medication in the event of an allergic reaction.

Insurance will automatically include any child with any disability or allergy that certain procedures must be strictly adhered to as set out below.

Oral Medication

This medication is prescribed by the GP and the parents complete a management plan for each prescription.

Life Saving Medication and Invasive treatments.

A letter from the child's GP, consultant or parent stating the condition and what medication if any to be administered. Parents complete a management plan and staff will be trained appropriately. This training will be documented and reviewed accordingly. All medications will be administered by the child's key person, or buddy staff.

Nappy Changing Key persons/ buddy undertake the changing of the child's nappy. Staff use appropriate protective clothing and all staff are familiar with the hygiene procedures and any special requirements for the children. Nappy changing routines and procedures are located in the dedicated changing area and all staff trained and follow this guidance. The Manager will conduct random periodic observations on nappy changing times to ensure exemplary practice.

3.15 Food and drink (EYFS 3.47, 3.48, 3.49)

We provide the children with meals, snacks and drinks which are healthy, balanced and nutritious. When children first begin at the setting parents complete a registration form where we obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. However, if during their time at nursery any of these dietary requirements change we will issue a new form with information telling us exactly what foods the child can/cannot have at nursery. The key person is responsible to make all staff are aware of any child's dietary needs and this information is also recorded in the kitchen. The staff who are in contact with the child in the room will sign the dietary form to acknowledge that they are aware of that child's particular dietary needs. All staff are responsible for ensuring the children have their correct dietary requirements, and reading food labels. Fresh drinking water is available and accessible at all times with the exception of Ladybird Room where staff will offer children drinks more regularly than meal-times.

Any birthday cakes that are brought into Nursery need to be shop bought and packaged with the ingredients clearly listed for risk of children with any allergies.

The nursery provides an area in each room where the children can enjoy healthy meals, snacks and drinks. There is a dedicated kitchen and cook where food is hygienically prepared and the cook follows the safe Food Better Business Guidelines.

BOTTLE FEEDING POLICY AND PROCEDURE

The children's individual needs will be discussed with parents to ensure that they are met. Feeds will be prepared as and when they are required by the babies and not as part of the nursery routine. All staff must ensure that they have washed their hands thoroughly prior to making or giving a feed. Parents should provide clearly named bottles and clearly named separate containers with the correct amount of milk powder in which will be used for each child's bottle. Staff will record the amount of milk consumed by the baby in the baby's diary so that the parent can be informed of the child's intake for that day.

At Countryside we use a bottle warmer to ensure that the babies water is heated up to a correct temperature. It will usually take around four minutes to six minutes to heat a bottle to the perfect temperature for our babies. The current amount of water into the babies bottle, staff will then add pre-measured milk powder from parent. The bottle is mixed and then placed in the bottle warmer. When we have warmed the baby's bottles we then test the temperature of the milk by squirting a little on to our inner wrist. This is a reliable guide as the skin on the inner wrist is thinner and more sensitive than the skin on your hands. The milk droplets on your skin should feel warm, not hot. Any milk left over from the feed should be discarded and the bottle rinsed out and returned to the parent.

Any expressed breast milk should be brought into Nursery in a labelled bottle/ sealed plastic bag/ sealed feeder cup. These items should be clearly named and will be stored in the fridge. Any unheated/unused breast milk will be returned to the parent at the end of the day. Any heated and unused breast milk will be discarded.

All staff have completed a food hygiene certificate to show competence in preparing and handling food.

Reporting of food poisoning. We will notify Ofsted of any food poisoning affecting two or more children at the setting under the public health regulations 1988. We will aim to notify as soon as is reasonably practicable, but in any event within 14 days of the incident. The Principal will contact the Environmental Health Department and will comply with any investigation.

3.16 Accident or injury (EYFS 3.50, 3.51)

There is a first aid box accessible at all times with appropriate content for use with children and we keep a written record of accidents or injuries and first aid treatment. The first aid boxes are checked every three months and orders completed if need replenishing. All staff are responsible for identifying if a child is showing signs of illness and once identified then the staff member should act appropriately for the health and well being of the child.

We will inform parents and/or carers of any accident or injury sustained by the child on the same day and of any first aid treatment given. Parents sign the registration form to enable qualified first aid staff to administer first aid or for permission for Emergency Medical Treatment. The accident book will be completed and signed by parents. If a child has sustained a bump to the head then parents are issued with a guidance leaflet to inform them of possible signs and symptoms of head injuries. The Principal's mobile telephone number is on this form in case a parent needs further information.

If a child, parent or member of staff has an accident on the premises, then a first aider is called to assess the situation, they will follow the first aid procedures and if needed request an ambulance and another member of staff will telephone the Emergency services. The parent will be contacted immediately after the ambulance is called. The first aider will continue with first aid procedures until the ambulance arrives and then the child's key person will go to the hospital if needed and the Principal will arrange staff cover for this. All contracted staff are first aid trained every three years, and annual training is also completed. At least one member of qualified staff first aid are on the premises or on outings at all times.

We will notify Ofsted and Riddor of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. We will notify as soon as

possible, but in any event within 14 days of the incident occurring. We will also notify the GSCP of any serious accident or injury to, or the death of, any child while in our care and will act on advice from this agency.

3.17 Achieving positive behaviour (EYFS 3.52)

With children....

Children's rights and entitlements.

We promote children's right for independence, confidence, and to be listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage, arising from their colour and ethnicity, their language that is spoken at home, their religious beliefs, cultural traditions and home backgrounds.

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

Working together to achieve positive behaviour

Children need to learn to consider the views, feelings, needs and rights of others and the impact that their behaviour has on people, places and objects.

Under the EYFS all staff support every child's Personal, Social and Emotional Development. We have a designated Personal, Emotional and Social Development.(PSED) Representative- Grace Raines who is responsible for achieving positive behaviour and Grace Raines is also the settings SEND. As a setting our role is to keep up to date with legislation, training to promote positive behaviour and awareness of cultural differences, research, handling children's behaviour and accessing extra support where required. Records of all staff training is recorded. The Communication and Language Representative and the Designated Safeguarding Leads may also be required to support the staff and children when promoting positive behaviour.

We operate a key person procedure to build strong relationships which will provide security to each child.

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

We familiarise all members of staff with the settings behaviour policy and we expect staff to keep the guidelines consistent.

Parents are regularly informed of children's behaviour. If behaviour patterns re-occur, observations are used to understand the cause and we work with parents to support the child appropriately.

Strategies with children who engage in inconsiderate behaviour.

- We continuously encourage positive behaviour and re-enforce this with lots of praise and encouragement, appropriate for age and stage of development. Acknowledge considerate behaviour such as kindness and willingness to share.
- Supporting a child in developing self-esteem, confidence and making the child feel valued and welcome.
- We never use physical punishment, smacking or shaking or techniques to single out or humiliate the child and children are never threatened with these.
- We may have to use physical intervention such as holding to prevent physical injury to children or adults. This will be recorded in the behaviour file (with details of the targeted child and the perpetrator) and parents are informed of any such action on the same day. Parents are required to sign this record.

Support for the children will be developmentally appropriate and differ for different ages of children.

In a case of common, inconsiderate or hurtful behaviour of other children, including tantrums, swearing, name calling or racist comments, rough play, hurtful behaviour, bullying, biting and fighting, towards other children of staff, staff will remain calm and patient, helping children to manage their feelings by talking to them to help resolve issues and promote their understanding.

- If unacceptable behaviour persists, on occasions the child may be asked to move away from the play and have a quiet moment to reflect on what has happened. Also other strategies which could be used to deflect a situation would be:- offering choices/alternatives of toys, encouraging sharing and turn taking, use distraction, well planned stimulating environments of interests to the children, recognising triggers which would potentially effect behaviour and staff role modelling positive behaviour.
- If this behaviour becomes frequent, staff will try and determine the underlying cause. Staff will discuss with parents firstly and then complete observations, write behavioural records to help support the child during this period. Also this behaviour is recorded in the behaviour file
- The behaviour strategies will vary depending on the age and stage of the children, but the process above will be the same.
- All unacceptable behaviour is recorded in the behaviour file and this is discussed with the parent at the end of the session. The parent is then asked to sign and make a comment if they wish.
- The amount of logs are then checked by Grace Raines and measures are put into place to support the children.

Example of how staff should deal with a behaviour issue:-

Child A completes negative behaviour towards Child B. Staff member says to Child A “I am not happy/ or I am sad” and then the staff member turns the attention to Child B who is given lots of attention. Staff member says to Child A, can you see how this has made your friend feel? To promote positive behaviour and attitudes it is fundamental that all children receive constant positive praise for any small positive behaviour completed- do not give empty praise as it has to be valued, meaningful and plentiful.

- If a child’s behaviour shows no sign of improving after following this policy, then the Nursery SEND would help in writing some targets with the parent and key person in order to address the negative behaviour. These targets will be reviewed regularly and if needed staff will request help from other professionals outside the nursery.
- All staff and parents will be consistent in their approach.
- All behaviour issues with all the children are confidential and information will only be discussed with the relevant child’s parents or carers.

A staff member will not be taken to have used corporal punishment (and therefore will have not committed an offence) where physical intervention (i.e., where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property), was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary. We will keep a record in the behaviour file of any occasion where physical intervention is used and will inform parent that day or as soon as reasonably practicable and they will be asked to sign this log.

We operate a key person procedure to builds strong relationships which will provide security to the child.

Anti Bullying and Hate policy

All Children have a right to play in a safe and supportive environment. Countryside Nursery responds to the issue of bullying very seriously whether amongst children or adults.

Bullying is not always easy to define but can include;

- Physical – pushing, kicking, hitting, pinching and other forms of violence or threats.
- Verbal - name calling, sarcasm, spreading rumours,, persistent teasing
- Emotional – excluding, tormenting, ridicule or humiliation
- Racist – racial taunts, graffiti or gestures
- Social – unwanted physical contact or abusive comments
- Homophobic – any hostile or offensive action against lesbian, gay males or bisexuals or those perceived to be these above.

Bullying is wrong and is damaging to individuals and is regarded as unacceptable. We aim to provide a safe and secure environment where all children can play and learn without fear or anxiety. We will not tolerate any kind of bullying and take any concerns or incidents seriously. We recognise that young children are 'egocentric' which means that they put their own feelings before others and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that very young children do not intentionally wish to cause hurt. If hurtful comments are made, our strategies are

- To recognise that very young children are not always able to manage their own feelings and deliver them appropriately.
- Offer support to both parties and to discuss the issues through play, story times and circle time activities.

Rough and Tumble Play

The Pre-School Learning Alliance has acknowledged and highlighted the need to recognise rough and tumble play as distinct from inappropriate or aggressive behaviour. Television or films, which include superheroes or use of weapons, often influence young children and they will mimic this behaviour through their play. We recognise that this is pro-social play rather than aggressive. We support the play to find alternative solutions to weapon play, exploring different scenarios.

Behaviour policy for staff.

Please note this behaviour policy is not an exclusive policy for staff as it cross references with all of the points in Section 3- The Safeguarding and Welfare Requirements. Staff must be fully compliant with all aspects in Section 3.

Practitioners will:

- Ensure all staff working within the room and any staff that may be covering lunch/breaks know how many children are in attendance and of any dietary/health requirements
- Provide a positive role model for the children with regard to friendliness, care, understanding and courtesy in the way they respond to the children, each other and parents/carers.
- Demonstrate and model positive behaviour especially when playing alongside children.
- Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

- Avoid shouting or raising their voices in a threatening way.
- Be aware that some kinds of behaviour may arise from a child's special needs.
- Be confident to pre-empt problems that may arise and take steps to de-escalate possible conflicts to limit their occurrence.
- Help children to understand the effects of their behaviour on others by praising good behaviour, such as consideration for another person, taking turns, sharing, and helping others.
- Shadow a child or spend quality time playing and building a positive relationship with a child who has been displaying unwanted behaviour.
- Make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
 - Will ensure all individuals feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances.
- Ensure children are free from judgements, whether based on previous behaviour or the behaviour of other family members.
- Never humiliate, label, make fun of, or talk negatively about children under any circumstance.
- Respect that children will make mistakes and ensure that children learn from them.
- Be willing to listen to children sensitively.
- Ensure adequate supervision and interaction with children at all times to limit stressful situations.

Within the employees contracts misconduct is classed as the following:-

- unauthorised absence from work
- lateness
- unacceptable performance
- inappropriate standard of dress
- smoking, vaping or e-cigarettes on company premises
- time wasting
- contravention of minor safety regulations
- disruptive behaviour
- unauthorised use of the telephone

The following is a non-exhaustive list of examples which amount to Gross Misconduct

- any breach of statutory provisions or regulations in relation to the care of children

- dishonesty
- falsification of Company records (including call reports/mileage records/clock cards/time sheets/commission claims)
- failure to comply with relevant statutory or regulatory requirements
- serious insubordination
- violent, abusive or intimidating conduct
- deliberate damage to Company property
- sexual, racial or other harassment
- unauthorised use or disclosure of confidential information
- attending work under the influence of alcohol or non-medically prescribed drugs
- reckless or serious misuse of a company vehicle
- rudeness to parents and children
- any action likely to bring the Company into disrepute
- accepting a gift which could be construed as a bribe
- sleeping on duty
- breach of Health & Safety rules which endanger the health and safety of others
- refusing to allow a search to be carried out in accordance with Company rules
- failure to disclose correct information on your application form
- conviction for any serious criminal offence while an employee of the Company

Practitioners have a duty to be positive role models to other staff, children and parents. Countryside would expect:-

- Staff to notice other children assisting their peers as well as staff assisting children in a kind and gentle manner.
- Staff to encourage children's efforts, helping them when it is hard to do the 'right' thing.
- Staff to be clear with the expectations which they want from children by setting a good example of their own behaviour. (For more information see positive behaviour policy for children)
- Staff to recognise their responsibility to organise the environment, so that it is easier for young children to be patient or to take turns.

3.18 Safety and suitability of premises, environment and equipment (EYFS 3.54, 3.55)

We ensure that the premises, indoors and outdoors are fit for purpose. The spaces, furniture, equipment and toys, are safe for children to use and the premises must be secure with combination locks on all doors. We complete daily indoor and outdoor checks which are completed visually. Any faulty or broken items are reported to Grace Raines and are written on the Maintenance Records list. We comply with requirements of fire safety, health and safety legislation and hygiene requirements. We implement a health and safety policy. The electrical equipment is PAT tested annually and all staff are aware of health and safety procedures and copies of these procedures are displayed. Staff receive induction health and safety training, re-visit this training when necessary and records of this training are kept. The children are aware of health and safety issues through discussions, planned activities and routines. Grace Raines is the designated Health and Safety officer and we have relevant insurance cover and certificates are displayed in the office.

We take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and we have an emergency evacuation procedure. The evacuation assembly point is displayed prominently in each room and outdoors. We carry out regular evacuations, which are recorded, so the children become familiar with the sound of the fire alarm and are aware of the procedure. Fire safety equipment is checked regularly and recorded. Fire exits are clearly identifiable, and the fire doors are free of obstruction and easily opened from the inside. The Fire safety and Emergency Evacuation is approved by Fire Safety Officer.

Collection of children in an Emergency:-

The alarm will be activated and all members of staff and children will exit the building with the necessary paperwork, one mobile phone and meet at the assembly point. Members of staff will inform the authorised persons to come and collect their child as soon as possible. The children will be kept in an area of the Nursery which is unaffected if at all possible, however, if none of the Nursery area can be used, then the children will walk or be driven by the Nursery Mini-bus to a local village hall. In the event of a prolonged power cut, emergency measures will be made to ensure the Nursery is well lit and heat from a temporary small safe heater fuelled via a generator will be used and parents will be contacted to give them the option to collect earlier if they wish.

3.19 Smoking and Vaping (EYFS 3.56)

We have a no smoking, vaping or e-cigarettes policy, and staff who do smoke must do so during dedicated times and in the dedicated area. Staff should make every effort

to reduce the effect of odour and lingering effects of passive smoking for children and colleagues.

3.20 Premises (EYFS 3.57, 3.58, 3.59, 3.60, 3.61, 3.62, 3.63)

The premises and equipment is organised to ensure that all the needs of the children are fully met.

We have a duty to follow our legal responsibilities under the Equality Act 2010.

At Nursery, so far as is reasonable, the facilities, equipment and access to the premises are suitable for children with disabilities. We have large extensive outdoor facilities which we all children access in all weathers (unless circumstances make this inappropriate, for example unsafe weather conditions).

There are areas within the Nursery for children who wish to relax, play quietly or sleep. The babies have a separate cot room and all sleeping children are frequently checked. Staff are aware and follow the latest Government Sleep Safely Guidance. We do create opportunities for babies to have contact with older children particularly for siblings and then children gradually make a transition into the older age group when appropriate.

All people and children must remove their shoes when entering the Ladybird Room. It is acceptable to stand on the red coconut matting when removing shoes, however, shoes must be removed in the room to ensure that the room is kept clean and hygienic for the younger children at Nursery.

We ensure that there is at least one toilet and one hand basin for every ten children over the age of two. There are suitable hygienic changing facilities for changing any children who are in nappies and we provide an adequate supply of clean bedding. We give parents a Nursery bag once they register and then we do ask parents to bring a selection of spare clothes for their child.

We have a parent room where staff can have confidential discussions with parents and/or carers or other professionals

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

Security

Systems are in place for the safe arrival and departure of children, with times recorded. We will only release children into the care of the individuals who have been notified to

us on the child's collection form and we ensure that children do not leave the premises unsupervised. If we need to verify the identification of visitors we will ask them to wait outside whilst we check their Identification and also the Principal must be contacted immediately.

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

Our systems prevent unauthorised access to our premises, and prevent children from leaving premises unnoticed. We have an agreed procedure for checking the identity of visitors as we will ask to see their ID badge.

Uncollected children.

Parents are requested to complete a registration form and collection form before the child begins Nursery. On occasions if a child is to be collected by someone who is not written on the collection form, the authorised person needs to verify the identity of the person who is collecting their child, and inform that person of the password. Parents are requested to inform us if they are not able to collect their child as planned, in order for us to take back up measures. If the Nursery has not been able to make contact or not heard from the authorised person by 6.45pm then the GSCP/DSL (Emergency Duty Team- 01452 614194) will be contacted to seek further advice. The child stays in the setting with two members of staff until the child is safely collected by parents or social care worker. A full written report of the incident is recorded and the Setting's Designated safeguarding Lead is also informed.

A record will be kept of children who are not collected by the due time and parents will be asked to sign for this. This will note the date, the time at which the child was collected, and who collected the child. In the event that a child is not collected by the due time there will be an additional charge for £5-00 for every five minutes after the end of the session time. · The maximum length of time a staff member can feedback to a parent will be 10 minutes- otherwise this causes unfairness for other parents and creates difficulties with looking after the children at a busy time of the day when the children are tired and ready to go home. If a parent wants a longer consultation, then this can be arranged within the next two attendances

Once parents collect their child then they are responsible for their child even though they may still be within the Nursery building.

Missing Child

Alert the Principal who will make enquiries of relevant members of staff as to when the child was last seen and where i.e. make a thorough search. Remember the safety of the other children with regard to supervision and security. Ensuring that the remaining children are sufficiently supervised and secure, and there has not been a breach of security. If the child cannot be found then the police and parents must be informed.

The Principal talks to staff to find out when and where the child was last seen and records it. Continue to search, opening up the area, look at the CCTV and keep in touch with mobile phones if available.

When the situation has been resolved, members of staff should review the reasons for it happening and ensure measures are taken to ensure it does not happen again.

Child Missing on an outing.

As soon as a child is noted missing, children are asked to stand with a designated person to carry out a headcount. One staff member searches the immediate facility and contacts the facilities security person. The Principal is contacted immediately and reports it to the police and parents. Parents are asked to make their way to the venue where staff will remain. Staff take the remaining children back to the nursery.

Investigation.

Staff keep calm and do not let other children become anxious or worried. The Principal speaks with the parents of the missing child and carry out a full investigation taking written statements from all staff in the room or who were on the outing. The Principal writes an incident report detailing, the date and time of report, how many staff and children were on the outing, when the child was last seen, the time when the child went missing. Investigation is made to understand how the incident happened and all staff have to co-operate fully where police may investigate and question.

The incident is reported to Riddor.

As a setting we carry public liability insurance, which is renewed every May and the certificate is displayed in the office.

3.21 Risk assessment (EYFS 3.64)

At Countryside we ensure that we take all reasonable steps to ensure staff and children are not exposed to risks and we are able to demonstrate that we manage risks through effective risk assessments and a vigilant staff team.

We have a clear and well-understood procedure for assessing risks to ensure children's safety, which are as follows:-

- 1) Identification of the risk, where and what it is
- 2) Who is at risk
- 3) Assess as to the level of risk
- 4) Control measures to reduce or eliminate the risk

These risk assessments are Monitored and reviewed at least once a year

Each room is responsible for completing daily designated indoor and outdoor checks. Any problems identified are removed if possible and then reported to the Principal and then the Principal records it in the maintenance records.

3.22 Outings (EYFS 3.65, 3.66)

Children must be kept safe on outings. Parents sign a general consent on registration for children to be taken out on trips for daily activities e.g. swimming and walking in the Nursery fields. However, when we complete a specific visit we will let the parents know with information such as venue, dates of trips, transport information, time, staff present, any special requirements etc. Parent's will then be asked to sign a specific trip permission form and parents are always invited to join us for our trips. Risk assessments for each trip are carried out, but regular trips e.g. swimming risk assessments are reviewed regularly and available for parents to view. At Countryside we assess the risks and hazards which may arise for the children and identify steps which must be taken to remove, minimise and manage those risks and hazards.

Staff take the nursery emergency phone on outings, first aid kits, special medication for individual children, tissues, wipes, bucket, list of children's contacts and snacks and water if needed. Records are kept of vehicles used to transport children with named drivers and appropriate insurance cover. A first aider is always present on the trip. Meeting points must be pre-designated and times arranged when all the party should assemble. These must be strictly adhered to.

3.23 Equal opportunities

We have an equal opportunity policy to promote equality, value diversity and including support for children with special educational needs or disabilities. We support and promote Fundamental British Values.

We will ensure our nursery is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. The nursery is committed to an anti-discriminatory practice to promote equality of opportunity and value diversity for all children and families. The Equal Opportunities representative is Mandy Samuel (Administrator).

Written Documentation-In order to ensure that we meet all the needs of our parents our newsletters, policies and all written letters and documentation can be made available in Braille, larger print, audio tape, different languages and by email. Parents must feel free to ask for these alternatives if you need them.

Procedure Admissions- our setting is open to all members of the community. We are able to provide information on request of any language. We base our admission policy on a fair system, and ensure that all parents are made aware of our equal opportunity

policy. We ensure that people with disabilities can participate successfully in services offered by the nursery. We take action against any discriminatory behaviour by staff or parents.

Employment. Posts are advertised and all applicants are judged against specific and fair criteria. Applicants are welcome from all backgrounds, and applicants whom best meet the criteria are offered the post, subject to references and checks by the DBS. 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.

Training We seek training opportunities for staff and volunteers to enable all children to further their development under the new revised EYFS (updated- September 2021)

Curriculum The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. 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, parents and children, however, if it is less favourable for a disabled person, then reasonable adjustments are made.

Valuing Diversity in Families We welcome the diversity of family lifestyles and work with all families. We encourage children to contribute stories from everyday life to the setting. We encourage parents/carers to take part in the life of the setting and to contribute fully by sharing a skill or coming into the Nursery to visit.

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

Food We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. We help children to learn about a range of foods and of the cultural approaches to mealtimes and eating and to respect the differences among them.

Monitoring and Reviews To ensure our policies remain effective, we will monitor and review them annually, to ensure all new revised EYFS (- updated September 2021) standards are met.

3.24 Special Educational Needs and Disability (SEND) (EYFS 3.67).

We are committed to meeting the individual needs of all children, including children with special education needs, disabilities and higher achieving children, to ensure they make progress and fulfil their potential. We work in partnership with parents and other agencies to meet children's needs. We monitor and review our policy, practice and provision and if necessary make adjustments.

Defining SEND

The Jan 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

Procedures

We have a designated SEND (Grace Raines) who is regularly kept up to date with the latest training available. We ensure that the provision for children with SEND is a responsibility for all staff members.

The nursery follows the Gloucestershire Graduated Pathway of Early Help and Support.

Level 1 - Universal: Children or young person (CYP) with no identified additional needs or needs that can be met by universal services; a child with no additional plan in place.

Level 2 - Additional: The child's needs can be met through your agency working jointly with another agency. Gain consent of the family to hold a Team Around the Family (TAF) meeting and formulate a My Plan for delivery and review. The Lead Practitioner will coordinate the support.

Level 3 - Intensive: The child's needs are more complex and may require an assessment to understand the range, depth or significance of the needs which may require a more intensive response; this response can be provided through a My Assessment and subsequent My Plan +.

Level 4 - Specialist: The child's needs are complex and enduring and a statutory response is required.

We work closely with parents of children requiring Early Help to create and maintain positive partnerships. Parents are informed at all stages of assessment, planning, provision and review of the child's education. We provide parents with information, advice and support and we liaise with other agencies. We provide broad balanced and differentiated curriculum for all children with Early Help, through planning, implementing, monitoring, evaluating and reviewing My Plan's. We have systems in place for supporting children during My Plan, My Plan + and the EHCP and records are maintained. We access appropriate relevant training specifically needed to support children with Early Help. If any participant within the setting witnesses inappropriate attitudes and practices then these will be challenged through the complaints procedure (see complaints procedure)

3.25 Information and records (EYFS 3.68)

As a setting we maintain records and obtain and share information (with parents

and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We ensure that there is a regular two-way flow of information with parents and/or carers, and between other childcare providers, if a child is attending more than one setting, we will link with the other settings and we also invite all reception teachers into the setting. At the end of every parent day we regularly incorporate parents' and/or carers' comments to the child's documentation. If parents have separated and/or are experiencing communication difficulties between one another, we will feedback to the parent/carer who collects the child and there is an expectation that this information is then relayed to the relevant parents/carers. It is not the setting's responsibility to give information on a daily/ weekly basis to parents who we do not regularly see. However, there are always opportunities for both parents to attend regular organised parent days where the child's development, behaviour and any other issues can be discussed.

In order to protect the child some information collected at Countryside may not be shared with the parents, but may be shared with other professionals, particularly if it is likely to cause conflict or upset to the child. These cases may include safeguarding information or issues concerning the child regarding their separated parents.

Children's Developmental Records. There is always a requirement to observe the children in the setting using a variety of observational notes, photographs, video evidence and summary assessment sheets. Regular progress meetings are offered every term for every child. All the children's records are freely accessible to the child's parents and staff. However, if parents are separated we will forward daily information to the parent whom we have most contact with and there is an expectation that this parent then forwards this information to the parent who we do not see on a regular basis. If parents with parental responsibility want to view documentation, other than the child's learning journeys and development overviews, this requirement must be made in writing to the Principal and this can be arranged, providing permission from both parents are granted. However, in order to protect the child some information collected at Countryside may not be shared with the parents, but may be shared with other professionals, particularly if it is likely to cause conflict or upset to the child. These cases may include safeguarding information or issues concerning the child regarding their separated parents. Therefore, if there is conflict or safeguarding concerns, some information will not be given to parents if it is deemed the child maybe likely to be susceptible to harm or conflict, but this information maybe shared with relevant professionals. Some of the documentation is forwarded to the Local Authority for evidence for quality assurance schemes or educational purposes however for this information parent's permission is always requested via the registration form.

As a setting we ensure that all staff understand the need to protect the privacy of the children in our care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

3.26 Information about the child (EYFS 3.72)

One parent will be required to complete administration records for their child. The registration form will include information as follows:-

- Child's full name, child's home address and name and address of every parent and/or carer who is known to the provider, date of birth of the child.
- Name of parents, telephone numbers and email address.
- Emergency contact numbers.
- Who has legal responsibility and legal contact for the child.
- Child's doctors name, address and telephone number.
- Which parent and/or carer the child resides with
- Details regarding admission of calpol in case of emergency.
- Special Diets.
- Information regarding ethnicity, religion and cultural background.
- Illness and Inoculation details.
- Details of special needs.
- Parental consent on outings, and action in the event of emergencies.
- Permission for the children to use the internet (child safety controlled).
- Permission to assess and observe the children regularly.
- Permission to take the children's photographs, videos and observational records for all educational, private and individual and further professional use.

Definition of Parental Responsibility (PR) is as follows:-

The following have parental responsibility:-

A mother automatically has parental responsibility for her child from birth.

A father usually has parental responsibility if he's either:

- married to the child's mother
- listed on the birth certificate (after a certain date, depending on which part of the UK the child was born in).
- Anyone who has a residence order which is currently in force in respect of the child.

These people do not automatically have Parental Responsibility:

- If there is a father or same-sex partner who was never married to the child's mother, nor have the intention to marry the child's mother, and are not included on the child's birth certificate, then it's unlikely that this person has Parental Responsibility for the child.
- If a person is connected to the child in some way, such as being their step-parent, a same-sex parent or unmarried father, and that person wants to ensure that they are involved in important decisions in the child's life, then they would need to apply for a Parental Responsibility Order

- Grandparents or other relatives.
- Step-Fathers/ Step-Mothers

Therefore, the nursery consent forms must only be signed by people with Parental Responsibility. The children can be collected by parents who do not have Parental Responsibility but the nursery must have written consent from the parent who has Parental Responsibility, and this should be completed on the collection form along with a dedicated password. The nursery has the right to request to see a child's birth certificate and will ask to see this at the time of registration. Parents/Carers will be also asked to provide the Nursery with any further information which they feel would enable us to take the best care of their children, and they will be issued with an "my profile" to complete for this information. Parents can also message staff through the tapestry app and these messages can be completed prior to arriving at nursery in the morning ready for staff to read first thing in the morning.

If parents would like any information from Nursery, in additional languages, Braille, audiotape or on email, please do not hesitate to speak with the Principal and this can be arranged.

All records are stored in the office in a safe, secure and locked place. Parents are welcome to access their child's personal records but are unable to access other children's information at an arranged parent day. Staff will not discuss personal information given by parents with other staff members and all staff are made aware of the importance of confidentiality.

We also retain records including, Employment records of staff, Risk Assessments, financial records, health and safety records, Ofsted certificate and public liability insurance certificates are displayed. Staff records are also kept securely.

As a setting we are aware of our responsibilities under the Data Protection Act (DPA) 2018 as well as the new GDPR (EU Law which came into place on 25th May 2018) as well as where relevant the Freedom of Information Act 2000. All records are kept for a period of 7 years, however, for safeguarding these records will be kept for 18 years. Grace Raines is the Data Protection Officer. A Data consent form will be issued to staff and parents when they enrol at Countryside.

3.27 Information for parents and carers (EYFS 3.73)

We continuously work in partnership with parents as partnership with parents is fundamental within our setting. We encourage parents to become involved in many ways to ensure the setting is welcoming and stimulating environment. We believe children benefit most from early year's education and care when parents and the nursery work in partnership. When we refer to parents we include all natural, birth parents, step parents, parents who do not live with their child, foster parents, guardians, same sex parents. We support the parent by involving them in their child's care and education at nursery, and we also aim to support parents in their own

education and personal development. We encourage parents to exchange knowledge with their key person regarding their child's development, progress and next steps through initial baseline meetings, termly meetings, daily conversations, telephone, email and newsletters to suit all parent's individual requests. However, when there is a case of parents separating and in conflict, we will liaise with the parent who we see on a regular basis and there is an expectation that this parent then relays information to the separated parent effectively. Countryside will not be responsible for mediating between both parents as our primary concern is the child's welfare and therefore, we will be feeding back and liaising with the parent who we see consistently at the setting and only contacting the other parent if and when we feel is deemed appropriate. Information can also be obtained in other languages, Braille and basic needs if requested. We encourage parents to share their interests, hobbies and skills by coming into the setting to demonstrate these. We encourage parents to express their views through open evenings, questionnaires, suggestion boxes and an "open door policy." We provide opportunities for social gatherings to give parents chances to meet others, during barbeques, sports days, parties, and open evenings.

We also ensure that the following information is available to parents and/or carers:

- how the EYFS is being delivered in the setting in our policies, through informal evenings, regular parent days, and we also inform parents that they can access more information on

chrome-

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

- we inform parents of the range and type of activities and experiences and routines provided for children through daily letters and we discuss how parents and carers can share learning at home through progress checks, me at home forms, offering magic moments.
- we inform parents how the setting supports children with special educational needs and disabilities through our policies and demonstrating inclusive everyday practice;
- we have daily letters to inform each parents of what food and drinks their child has consumed during their day for our youngest children and then for the older children we post daily using the Tapestry app.
- we regularly inform parents of how to access our policies electronically through our website, we ask parents if they would like copies regularly through newsletters, we request parent's input on policies during policy renewal times and we inform parents of any policy changes.
- we inform parents of the staffing in the setting through notice boards, introducing their child's key person and their role and we always inform parents of the Nursery telephone number for parents and/or carers to contact in an emergency.

Admissions Any child is welcome at the Countryside Day Nursery for any session that they require, providing there is a vacancy for the required sessions. A description or a valid agreed password with all parties, is to be given to all staff which is to be accompanied by a completed collection form along with photographs in order for children to be collected. Entry can be forbidden to parents, if the parents have separated and we have a copy of the court order issued to the family along with a written letter to the Nursery to confirm these details. Any information can be written in spoken or written form, including other languages, or if necessary we can try to provide information in Braille or through the British Sign Language.

The Nursery requests a non-refundable £40.00 Registration fee along with a completed Registration form and the sessions which parents request in order to hold a place open for a child and this place will be held for a period of no more than 12 months, unless prior arrangements are made with the Principal. If parents do not require the sessions which have been reserved at least one month's notice is required, if the notice period is not given, then the child's full monthly fees will be required. When the child is due to begin, the Nursery or parent get in contact to arrange a suitable time for that child and carer to come for their introductory settling-in sessions.

Waiting Lists If we cannot offer a child a place, the child is then put onto the waiting list and this list is reviewed regularly.

Policy on Invoice Payments, Collection of fees and issues of receipts In all cases fees are to be paid on receipt of a bill as payment is requested one month in advance. Fees are to be handed into the Principal or staff. If fees are handed to staff, staff must place the fees in the allocated place. Receipts are then written and these are distributed with each child's letters. All fees for the month must be received by the 18th of that current month and if fees are not paid by this date then there will be an interest charge rate at 8% from the due date when fees are due. If fees are outstanding parents will be informed no more than 3 times and if fees have still not been settled then this will result in termination of place. Failure to do so may result in termination of a child's place at Countryside. Fees are charged all year round, for all sessions enrolled for, except when the Nursery is closed i.e.:- Bank Holidays and approximately 1 week at Christmas. Please note that we charge for all times that the child is away, for example, sickness or family holidays in order to retain the place for the child. There will be an annual increase in fees every March.

Please note- For those parents wishing to attend term time only- totally free funded places are 15 hours from 1-00pm to 6-00pm x 3 afternoons per week. These sessions are available Tuesday to Friday afternoons inclusive and the sessions are dependent on availability. Term time attendance is only available to those children who attend totally free funded places in these afternoon sessions. All other children will be subject to our normal terms and conditions of full year attendance and will be charged accordingly.

From September 2024 we will offer the expanded entitlement.

Copies of the Policies are reviewed at least annually and are available to download from our website, on display in all rooms and are issued to all parents. These policies are open to review and we take account parents, staff and children's views and include them in our policies if possible.

Early Years Pupil Premium

Some children will be eligible to Early Years Pupil Premium. This additional funding will be used effectively to put measures in place to support the individual child's learning and development. As practitioners we will be closely monitoring and measuring the impact of this premium and looking specifically at how we can narrow the gaps in these children's outcomes and learning. Records will be kept at how this funding has been allocated and the difference it has made to each individual child.

Working in Partnership with other agencies

We work in partnership with national and local agencies to promote the well-being of all children. Procedures are in place for sharing information about children and families with other agencies as we ask parents to sign a multi-agency declaration on the registration form when they join nursery. Information shared by other agencies is kept confidential and not shared without consent from that agency. Staff from other agencies do not have unsupervised access to the children they are visiting or any other children in the setting. The staff do not discuss or share information about any named child or family. When necessary we consult with local or national agencies to help us gain knowledge and understanding of any relevant issues to provide support for our parents.

Early Help Service

We will access other agencies or signpost parents who are requesting support. This level of support will be completed as early as identifiable, in order to support the individual child.

3.28 Complaints (EYFS 3.74)

We have a written procedure for dealing with concerns and complaints from parents and/or carers, we keep a written record of any complaints, and their outcome. We have a duty to investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints will be made available to Ofsted on request. All complaints/ concerns need to be made to the Manager within 7 days of the issue.

It is clearly of paramount importance that the Nursery should run smoothly and that the parents and staff work together in the spirit of co-operation in the children's best interests. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all the parties involved.

Procedure.

We will keep a summary log of all complaints which reach Stage 2 or beyond, which will be made available to parents and Ofsted inspectors.

Stage 1- Making a complaint.

Any parent who has a concern about an aspect of the provision, firstly speaks to their key person, and if necessary the Principal. Most complaints should be resolved informally at this stage.

Stage 2

If there is not a satisfactory outcome at Stage 1, the parent then puts their complaints in writing to the Principal. The setting stores the letter of complaint in the setting's complaint's file. When the investigation into the complaint is completed, the Principal meets with the parents to discuss the outcome and this is logged.

Stage 3.

If the parent is not satisfied with the outcomes of the investigation he/she requests a meeting with the Principal. The parent should have a friend or partner present if required and the Principal should also have support from Mr Andy Raines (Setting Support Manager). An agreed written record of the discussion is made as well as any decision or action taken and all parties present at the meeting sign the record. This signed record signifies that the procedure has been concluded and is recorded in the Complaints file.

Stage 4.

If at the Stage 3 meeting, parents and setting cannot reach an agreement, and external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides, offer advice but have no legal powers, but can help to define the problem. The mediator will review action so far and suggest ways which it might be resolved. The mediator will keep all information confidential and keep any written records of any meetings with either parties and any advice that is given.

Stage 5.

When the mediator has concluded their investigation, the final meeting between all parties is held. The purpose of the meeting is to reach a decision on the action to be taken to deal with the complaint and a signed record by all parties is completed. This signed record signifies that the procedure has concluded.

It is clearly understood that persons have the right to phone Ofsted if they feel they have not received a satisfactory response to their complaint. They can contact Ofsted via the Applications, Regulatory and Contact Team (ARC) Team at Ofsted, Piccadilly Gate Store Street, Manchester. M1 2WD. Tel 0300 123 4666 or visit Ofsted at www.ofsted.gov.uk/early-years-and-childcare.

If a child appears to be at risk the setting follows their Child Protection Policy (Policy 3.2). After an Ofsted inspection, we will always supply a copy of the report to parents and/or carers of children attending on a regular basis.

3.29 Information about the provider (EYFS 3.76)

As a nursery it is a requirement that we hold the following documentation:

- name, home address and telephone number of the provider and all staff employed on the premises.
- name, home address and telephone number of volunteers who may attend the nursery but be fully supervised by employed staff.
- a daily record of the names of the children, their hours of attendance and the names of each child's key person. If children/ staff have poor or irregular attendance, persistent lateness or are just missing from education and then workplace this is recorded and monitored for safeguarding concerns and for staff for performance management. If a parent or staff member do not make contact to say that they are not attending, Countryside will call them to see if they are safe.
- the Nursery's certificate of registration which is displayed in the office and shown to parents and/or carers on request.

3.30 Changes that must be notified to Ofsted (EYFS 3.77)

As a Nursery we will notify Ofsted of examples of significant events which can include the following:

Any change in the address of the premises; to the premises which may affect the space available to children and the quality of childcare available to them; in the name or address of the provider, or the provider's other contact information; to the person who is managing the early years provision.

Any proposal to change the hours during which childcare is provided.

Any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children;

where the early years provision is provided by a company, any change in the name or registered number of the company.

where the early years provision is provided by a charity, any change in the name of or registration number of the charity.

Where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the “nominated individual”

Where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body.

If there is a change of manager, Countryside will inform Ofsted that a new manager has been appointed.

Where it is reasonably practicable to do so, we will notify Ofsted in advance. In other cases, notification will be made as soon as is reasonably practicable, but always within 14 days.

More advice will be sought after from the following link:-

<https://www.gov.uk/guidance/childcare-significant-events-to-notify-ofsted-about>

3.31 Animals in the setting

We undertake risk assessments for any hygiene or safety risks posed by the animal. We provide suitable feeding and housing for the animal. Children are supervised at all times when handling animals and children wash hands after handling. If animals or creatures are brought in by visitors they are the responsibility of the animal keeper and they carry out a risk assessment. Farm Visits- A risk assessment is carried out and the outings procedure is followed.

3.32 Lockdown Policy

Intruders :This policy contains information on considerations for intruders, including hostage and siege situations. Discovering an emergency: Staff who discover an emergency at Countryside Day Nursery are required to alert the Principal, Administrator immediately so that they can determine and implement control measures. After immediate assessment, the person in charge on that day will then call LOCKDOWN. In initiating LOCKDOWN, the Principal or Administrator will inform Staff that due to external and immediate danger, it is safer for children, Staff and any other visitor to the Nursery to remain indoors. Instructions will include closing all windows and doors and gathering the children in a calm manner, away from the

windows if needed to the allocated Lockdown area. In some cases this may also include everyone in the building gathering in one area, under the Principal or Administrators instruction. They will contact emergency services .

Intruders Staff, children and families at Countryside Day Nursery have a right to feel safe at all times. Visitors are required to report to the office on arrival to identify themselves and their reason for being at the Nursery. Any unfamiliar person should be approached by staff and asked if he or she needs help. If a person wishes to look around, it should be suggested that they make an appointment with the Principal for a visit. If staff notice an unfamiliar or suspicious person an approach should be made to ascertain if a person requires help. Staff should report any unauthorised visitors or vehicle to the Principal or Administrator, state that the intruder is trespassing, and ask them to leave. Talk with the intruder away from the children. Staff should move the children as far as possible away from the situation with the intruder and all staff on the premises should be alerted to the situation by the Lockdown Alarm, the children need to be moved to their secured allocated place, this should be done as calmly as possible. If the Principal or Administrator feels that child safety is at risk or feels threatened, police will be immediately contacted. If a family member is abusive in any way, the Principal, or Administrator has the right to ban the person from the Nursery until they believe it is suitable for the person to return. Other staff should be notified, and the incident be recorded and reported to the police. Staff should always be aware of the front entrance, side entrance and fence areas. Should dealing with the intruder eventuate to a siege or hostage situation, staff are required to: - Remain calm and comfort children in secured place - Cooperate with the persons or group of people. - Undertake emergency evacuation procedures if safe to do so. - If evacuation procedures are not safe to follow, under explicit direction from the Principal or Administrator lockdown procedures will apply. - After the emergency is over: In the event that the building is unsafe to return to, the Principal or Administrator or nominated staff member will notify parents or emergency contacts to collect each child. If able to return to the building, room staff are to check that all children in their care are accounted for. With reassurance and calmness, walk back to the Nursery following the safety procedures, recheck that all children have returned and discuss as developmentally appropriate the emergency that has taken place. Consider counselling services for anyone affected by the emergency.

3.33 Supporting Mental health and wellbeing for children and staff

Supporting Mental health for the children

Babies and young children feel more secure when they form close relationships with reliable adults who are consistently available to them. When they experience loving and nurturing environments and relationships, they are also more likely to:

- learn how to build and maintain healthy relationships
- develop a healthy stress response system, which reduces the risk of stress-related illnesses
- learn how to self-regulate
- communicate their needs
- develop the skills that support good mental health throughout life

Practitioners, particularly a child's key person, can help by responding to them in a warm, calm and understanding way. This encourages co-regulation, and helps children learn how to manage their own emotions and responses.

As a practitioner, it is important that we get to know the children and understand their individual patterns of behaviour. This can help us to notice and understand changes in their:

- responses, interactions and engagement
- interests
- emotional wellbeing and behaviour
- appetite and energy levels
- toileting, feeding and sleeping patterns

If we are worried about a child, we will speak with the parents and if necessary access professional advice

- from Grace (Manager/ Senco), supervisors, Deputy Manager,
- Or from local authority
- From child's GP or health visitor
- Or Community Social Worker/ Family Support

We will help parents and carers to understand the importance of positive mental health in the early years. When doing this, we may use words such as 'emotional wellbeing'. The best outcomes happen when practitioners and parents work together to support a struggling child.

Supporting Mental health for the staff

The early years workforce makes a huge contribution to young children's lives, and a role in early years can be enjoyable and rewarding. However, it can also be a challenging and demanding career. As in any workplace, this can take a toll on an individual's mental health and wellbeing.

It is therefore essential that early year's practitioners are properly supported within their setting to feel happy and fulfilled both inside and outside of work.

Improving practitioner wellbeing practice can benefit both the individual practitioner, and the setting as a whole. This creates a positive environment for practitioners and children, which in turn can:

- reduce absence
- increase effectiveness at work
- improve practitioner retention

Better practitioner wellbeing is also a factor in children's personal, social and emotional development. Within our setting we use strategies such as kindness, happiness, involvement of all our staff and fun has helped to make our workplace sustainable. We try to limit the amount of admin the staff complete as we have our administrator who helps the staff with this. We organise trips and visits for the children and this creates an exciting different curriculum for the staff too. If staff are struggling with their mental health, Grace will encourage them to discuss their concerns with her or the deputy manager of the Nursery, in the first instance. Then there are other agencies which Grace may signpost staff to for further support which would include:-

<https://hubofhope.co.uk/>

<https://www.educationsupport.org.uk/get-help/help-for-you/helpline/>

<https://www.educationsupport.org.uk/resources/for-individuals/guides/the-building-blocks-of-good-mental-wellbeing/>

<https://www.nhs.uk/every-mind-matters/>