

Mini VIP's Nursery & Daycare Policies and Procedures

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1.0 Child Protection

Our setting work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

Procedures

We are committed to building a 'culture of safety' where children are protected from abuse and harm in all areas.

Our designated safeguarding leads are:

Laura Holmes – Manager/Director

Jo Buckland- Manager

Joanna Smallman – Butterfly room lead and Deputy manager

- We ensure all staff are trained to understand our safeguarding policies and procedures and parents are made aware of them too.
- All staff have an up-to-date knowledge of the safeguarding issues.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure Barring Service (DBS) before posts can be confirmed.
- Where applications are rejected because of obtaining information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect to references and DBS checks for staff, volunteers to ensure that no disqualified person, or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised with children.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - The DBS number
 - The date the DBS check was obtained
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- We abide by the Safeguarding Vulnerable Groups Act (2015) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps, such as audio-visual door entry system, to ensure that we have control over who comes into the setting so that no unauthorized person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures

Responding to suspicions of abuse:

- We acknowledge that abuse of children can take different forms- physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual, or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside of the setting.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of

children, such as through internet abuse; and Female Genital Mutilation; that may affect or may have affected children and young people using our provision.

- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. Whilst this may be less likely to affect young children in our care we have older children in our wrap-around care. We are also aware of the impact that there will be on a younger child who is living in a household with older siblings/other teenagers or young adults who may be affected by some of the above things listed.

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

- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with Designated Safeguarding Lead. The information is stored on the child's personal file.
- Depending on our level of concern we will either contact the Early Years Help Coordinator (ECHO) practitioner Advice Line on 01452 426644 or for more significant concerns the Community Social Work Team on 01452 426263. Where we are concerned there is an immediate significant risk of harm to a child we will contact the Multi-Agency Safeguarding Hub (MASH) on 01452 426565.
- We take care not to influence the outcomes either through the way we speak to the children or by asking questions of children.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child;
 - makes a written record that forms an objective record of the observation or disclosure that includes
 - The date and time of the observation or the disclosure,
 - The exact words spoken by the child as far as possible;
 - The name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated in the child protection folder, which is kept securely and confidentially in the office.
- Jo Buckland or Laura Holmes are informed of the incident as soon as possible.
- Key workers and other staff will be briefed on what to look out for, historical information will be shared if relevant.

Making a referral

Informing parents

- Parents are usually the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child at greater danger.
- We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If suspicion of abuse warrants referral, parents are informed at the same time that the referral will be made, unless it is deemed that this puts the child at greater danger.
- This will usually be the case where the parents are the likely abuser; in these situations, social services will inform parents.

Liaison with other agencies

- We work within the Multi-agency safeguarding hub's guidelines

- We have a current version of 'What to do if you're worried a child is being abused' available for parents and staff and ensure that all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues.
- We notify Ofsted of any major incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications are made as soon as possible, or at the latest within 14 days of the allegations being made.
- Operation Encompass is a partnership between the police and the MASH team. This involves us a setting being informed when a child in our care has been present when the police have been called to an incident. There would mostly be no need to act on this information, but records should be kept securely in our child protection folder. It helps ensure that different services have got the whole picture about relevant information regarding the child and their family life.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff, or any other person working with the children, which includes:
 - inappropriate sexual comments;
 - excessive one to one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Gloucestershire Safeguarding Children's Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We refer any such complaint immediately to the Local Authority Designated Officer to investigate: 01452 426994
- We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that this is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care team agree it is appropriate in the circumstances, the manager will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but it is to protect the staff, as well as children and families throughout the process.

Disciplinary action

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

We are committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. We are committed to empowering young children, the EYFS, promoting their right to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that designated persons receive training in accordance with that recommended by Multi Agency Safeguarding Hub.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient, and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the MASH team.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the Local Children's Social Care team.
- We will continue to welcome the child and their family whilst investigations are being made in relation to any alleged abuse.
- We follow the child protection plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records Procedure and only if appropriate under the guidance of Gloucestershire's Safeguarding Children's Board.

Looked after Children

- Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority. Most will be in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent (s).
- We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all that they can to enable 'looked after' children in their care to achieve and reach their full potential.
- We recognise that children who are being looked after have often experienced traumatic situations, physical, emotional or sexual abuse or neglect. However not all have experienced abuse and there are a range of reasons for children to be taken into care. A child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. It is not appropriate for a child under two to be placed in a day care setting in addition to a foster placement however children older than two may be.
- We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and procedures are based on attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. Young children need to be settled enough to cope with further separation, a new environment and new expectations made upon them to make the most of educational opportunities.
- We offer places for funded two-, three- and four-year-olds who are in care to ensure they receive their entitlement to early education. Children are expected to be in the setting for at least 6 months and have been settled with their foster carer prior to starting with us. If a child already attends the setting and becomes a 'looked after child' we will continue to care for them.

Procedures

- The designated person for looked after children is the designated child protection co-ordinator. The designated person and child's key person will liaise with agencies, professionals and practitioners involved with the child and his/her family and ensure that appropriate information is gained and shared. At the start of the placement there is a professional meeting to draw up a care plan which is reviewed after two weeks, six weeks and three months, then every three to six monthly intervals.
- The care plan considers their emotional needs and how they will be met; any emotional needs and problems that affect their behaviour; their sense of self, culture and languages and identity; their need for sociability and friendship; their interests and abilities and how any special needs will be supported.
- The care plan will also consider how information will be shared; what contact the child will have with his/her birth parents; what written reporting required; where possible the involvement of the birth parents in planning and setting's activities.
- Any abuse concerns should be recorded and reported to the child's social care worker according to the safeguarding children's procedure of our setting.

Uncollected Child

In the event of a child not collected by authorised adults at the end of the session we have the following procedure in place. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Procedures

- Parents of children starting at the setting are asked to provide the following specific information:
 - Home address and telephone number
 - Place of work, address and telephone number
 - Mobile telephone number
 - Names, addresses, telephone number and signatures of adults who are authorised by the parents to collect their child
 - Who has parental responsibility for the child
 - Information about any person who does not have legal access to the child.
- If parents are away from home or work they must submit in writing how they can be contacted.
- If a new person is collecting the child, where possible they would be introduced to the Nursery Manager and the child's Key Person. If this is not possible a password should be provided with a description of the person collecting or a picture can be emailed to shown to who is on the door.
- Parents must inform us as soon as possible if they are not able to pick up the children so we can begin to take back-up measures.
- We inform parents that we apply our child protection procedures in the event that their children are not collected by an authorized adult within one hour of the setting closing and the staff can no longer supervise the child on the premises.
- If a child has not been collected the following procedure applies:
 - The child's file is checked for any information regarding changes to collection
 - Parents/carers are contacted at home or work
 - If unsuccessful other authorized adults are contacted to collect
 - The child does not leave the setting with any adult that is not on the Registration form or child's file
- If the child has still not been collected and the setting has closed we will begin our procedure for uncollected children
 - We will contact the local authority children's social care team
 - The child stays at the setting with two workers until the child is safely collected by the parent or social worker
 - Social care will then aim to find the parent or relative, if unsuccessful the child becomes looked after by local authority
 - Under no circumstances will staff go looking for parents nor take the child home with them
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed

Missing Child

Children's safety is our highest priority, both on and off the premises. Every attempt is made to ensure the security of children is maintained at all times. In the unlikely event of a child goes missing, our missing child procedure is followed.

Child goes missing on the premises

- As soon as it is noticed the key person/staff alerts the designated person.
- The designated person calls the police and reports the child as missing then calls the parent.
- The designated person will carry out a thorough search of the building and garden.
- The register is checked to make sure all other children are present.
- Doors and gates checked to ensure no breach of security.
- The designated person talks to the staff to find out where the child was last seen and records this.
- The owner carries out an investigation immediately.

Child goes missing on an outing

- As soon as it is noticed a child is missing, staff on the outing asks children to stand with their carer and carry out a headcount. One staff member searches the immediate vicinity but does not search beyond that.
- Nominated person is immediately contacted and the incident recorded.
- Nominated person will contact the police and reports the child as missing.
- The parent is contacted, who makes their way to the setting.
- Staff takes the remaining children back to the setting. One member of staff stays where the child was last seen.
- An investigation is carried out by the owner.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- Laura Holmes/Jo Buckland/Joanna Smallman or designated person speaks with the parents.
- A full investigation is carried out taking written statements from all the staff in the room or who were on the outing.
- The key person writes an incident report detailing; date and time, what staff and children were present, who was responsible for that child, when the child was last seen, what has happened since the child has been missing and how long the child has been missing.
- A conclusion is drawn as to how the breach of security happened.
- If the interest warrants a police investigation all staff co-operate fully.
- The incident is reported under RIDDOR arrangements.
- In the event of disciplinary action needing to be taken Ofsted will be informed
- The insurance provider is informed.

Managing people

- Keeping everyone calm is very important.
- Staff may blame themselves and the blame and fear for the child will increase depending on how long the child has been missing for.
- Staff under investigation must be fairly treated and receive support if they are feeling vulnerable.
- When dealing with distressed parents there must be two members of staff present.
- Remaining staff must not discuss incident in front of children and they must focus on the children's needs.
- Staff may need counselling and support depending on the severity of the final outcome.
- Staff must not discuss anything with the press without taking advice.

Use of mobile phone and cameras

We take steps to ensure that there are effective procedures in place to protect children from the unacceptable use of mobile phones and cameras in the setting.

Personal mobile phones

Personal mobile phones are kept in a cupboard by the office to only be accessed insight of the office at a member of staff's lunchtime.

The setting's telephone number should be given to staff's family/childcare etc. for contacting in the case of an emergency.

The setting's mobile phone will be taken out on school runs and other outings for use in emergencies only.

Staff will not use their mobile phones for taking photos of any children in the setting.

Parents and visitors are requested to not use their mobile phones whilst on the premises.

Cameras and videos

- Staff must not bring own cameras or video recorders into the setting.
- Recordings and photographs are for valid reasons only i.e. for observations or displays.
- Camera and video use is monitored by Laura Holmes.
- Photographs and recordings of children are only taken of children after written permission from parents.
- We ask parents to respect our procedure for not taking photographs and videos at special events of groups of children. Parents will have the opportunity to take a photo of their own child only at the end.

2.0 Suitable People

Employment

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff are appropriately qualified, and we carry out DBS checks in accordance with statutory requirements.

Vetting and staff selection

- We follow safer recruitment procedures when recruiting new members of staff.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their roles and responsibilities.
- We welcome applications from all sections of the community and applicants will only be considered on the basis of their suitability for the post.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the DBS for staff and volunteers who will have unsupervised access to children.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children.

Disqualification

- Where we become aware of any relevant information which may lead to disqualification of an employee, we will take appropriate actions to ensure the safety of the children. In event of disqualification that member of staff will have their employment terminated. This is with immediate effect and the individual will not be allowed back on the premises.

Changes to staff

- We will inform Ofsted of any changes to management in the setting

Training and staff development

- All staff that are employed in the setting will hold a qualification of at least a level 2 or 3 or be working towards this.
- We provide regular in-service training to all staff.
- Our setting budget allocates resources to training.
- We provide staff induction within the first week of employment.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure they seek further medical advice.
- Staff medication will be securely stored and kept out of reach of children at all times.
- If we have any reason to believe a member of staff is under the influence of alcohol or other substances they will not be allowed to work with children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- Jo Buckland or Jess Armstrong will organise staff annual leave so that ratios are not compromised.
- Where staff are unwell, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action taken where necessary,
- We have contingency plans to cover staff absences, including using part-time staff who are not working and also any staff who are not in ratio.

Student Placements

- We recognise that qualifications and training make an important contribution to the quality of the care and education provided. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training, or school pupils on work experience. We aim to provide students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.
- We require students to meet the 'suitable people' requirements of Ofsted and have DBS checks carried out.
- We require students to have sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools to vouch for students' character (under the age of 17) and do not allow them unsupervised access to the children.
- Students on short term placement are not counted in ratio.
- Trainee staff employed by the setting and students over the age of 17 may be included in ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our Confidentiality Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirement of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the child paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in genuine early years training which provides the necessary background understanding of children's development and activities.

3.0 Staff Qualifications, Training, Support and Skills

Induction of staff, volunteers, apprentices and managers

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

- We have an induction plan for all new staff which includes the following:
 - Introductions to all staff and volunteers
 - Familiarising with the building, health and safety, and fire and evacuation procedures.
 - Ensuring our policies and procedures have been read.
 - Introduction to parents, especially key children's parents where appropriate.
 - Familiarising them with confidential information in relation to key children.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts at least two weeks. Jo Buckland and Kim will induct new staff.
- The individual must demonstrate understanding or and compliance with policies, procedures, tasks and routines during induction period.
- Successful completion of the induction forms part of the probationary period.

First Aid

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

- The first aid box is easily accessible to adults and kept out of reach of children.
- It is the responsibility of a 'named person' to ensure every first aid box has the correct supplies and is checked every month.
- At the time of each child's admission to the setting, parent's written permission for obtaining emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.
- The Accident report file is kept safely and securely ensuring confidentiality.
- All staff are trained in how to complete forms within the file in an acceptable format.
- The forms are reviewed at least termly to identify any potential or actual hazards within the setting.

Staff Code of Conduct

We expect that all staff members adopt positive practices and will support staff in doing this.

- Staff should treat children, other members of staff, parents and carers with respect at all times. Staff must not behave in a racist or discriminatory manner.
- Staff should be familiar with and follow all nursery policies.
- Staff must seek to prevent the abuse of any person in or outside nursery and adhere to the safeguarding and whistle blowing policies in place. Staff must review all updated safeguarding materials circulated by the designated safeguarding officer.
- Staff must regard all information learned about children, their personal circumstances, other staff members and parents and carers as strictly confidential and must follow the confidentiality and access to records policy.
- Staff should not engage in conduct outside the nursery which could damage the reputation and standing of the nursery, its staff, children and members.
- Staff must operate safe internet use. They are not permitted to make any reference to Mini VIPs or the children, parents and carers or other members of staff on any personal social networking sites other than where reference is unrelated to Mini VIP's and its activities.
- Staff must not carry their mobile phones on their person when in nursery and must follow the use of mobile phones and cameras policy. Staff will endeavour not to make long or numerous personal calls in nursery.
- Staff should wear sensible non slip shoes and any uniform provided.

- Staff should not wear jewellery that may be sharp or dangling.
- Staff must not be under the influence of alcohol or drugs
- Staff are expected to maintain high standards of honesty and integrity in their work, including in the handling and claiming of nursery funds and using the equipment and facilities.
- Staff are encouraged to be cheerful and friendly to all children, parents, carers and colleagues at all times.
- Staff must not use inappropriate language, attitude or actions whilst children, parents or carers are present in the setting. Inappropriate language, attitude or actions used in a confrontational way towards any other member of staff will not be tolerated and may lead to disciplinary action.

Supervision and Appraisal

3.22. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.23. Supervision should provide opportunities for staff to: • discuss any issues – particularly concerning children’s development or wellbeing, including child protection concerns • identify solutions to address issues as they arise • receive coaching to improve their personal effectiveness

Mini VIP’s aims to give staff an opportunity to meet with a designated Supervisor at regular intervals. This supervision is an opportunity to discuss and provide support and empowerment to staff to make sure they feel equipped and happy to fulfil their job effectively.

Supervision is a regular one to one meeting in order to meet organisational, professional and personal objectives. This should include current feelings and well-being, concerns or constraints and review of notes from last supervision.

Appraisal is an annual meeting to:

- Assess and record a staff members performance, potential and development needs over the year (what has gone well/not so well?)
- Set measurable targets and objectives for the coming year
- Identify training needs and support continuing professional development

It is important to remember that although appraisals and supervision are different, annual targets from appraisals should be discussed and reviewed through supervision and changed or adapted as necessary.

The purpose of structured Supervision and Appraisal is for staff to be able to feel they have a clear opportunity to be listened to without judgement or ridicule. Staff should be able to use this opportunity to learn from their mistakes and be able to seek advice on what they don’t know or understand. All staff will be treated in a non-discriminatory manner and to feel that their own opinions and feelings are recognised.

- Kim is responsible for seeing that regular Supervision and Appraisal dates are set for each member of staff.
- Staff will be notified as soon as possible of planned dates. Not all Supervision is planned, and it will be the responsibility of the manager to ensure that provision is made for any impromptu Supervision which may become necessary.
- The manager or Supervisor will be responsible for ensuring that the Supervision happens in an area where there will be complete privacy and confidentiality.
- Supervision sessions will be allocated at least ½ an hour of time per meeting. Where a longer meeting is deemed necessary this will be accommodated.
- Times for Supervision and Appraisal will be agreed to be as mutually convenient as possible.
- The requirement for Supervision and Appraisal form part of the employees’ contract and therefore meeting time cannot be claimed as overtime.
- An agenda will be set for all planned meetings. All parties will have sight of the agenda before the start of the planned meeting.

- All meetings will be recorded in writing. Both parties will sign and retain a copy of the record for future reference.
- All information discussed in these meetings is confidential to the parties concerned. The records obtained at these meetings will be stored in a confidential manner.

Development & Training

The nursery highly values its staff. It is in the interests of the nursery, the children, families, and the individual, that each staff member is given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children.

Personal and professional development is essential to maintaining the quality and delivery of high-quality care and education for young children in early years. It underpins all aspects of curriculum delivery and positive interactions. At Mini VIP's we ensure that at least 75% of staff are qualified to Level 3 or equivalent in childcare and education and aim towards 100%. Other staff working at the nursery will either be qualified to Level 2 or undertaking training. We strongly promote constant professional development and all staff will have individual training records and continued professional development plans to enhance their skills and expertise.

External training and support are sought as appropriate to the needs of the nursery and the children attending and to renew/update staff qualifications.

To facilitate the development of staff we:

1. Lead and role model with staff, and offer encouragement and support to achieve a high level of morale and motivation
2. Promote teamwork through on-going communication, involvement to enhance nursery practice
3. Provide opportunities for delegation based on skills and expertise to offer recognition and stimulate staff
4. Encourage staff to contribute ideas for change within the nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and curriculum planning
5. Encourage staff to further their experience and knowledge by attending relevant external training courses
6. Encourage staff to pass on their knowledge to those who are less experienced and disseminate knowledge from external training to small groups of staff within the nursery
7. Provide regular in-house training relevant to the needs of the nursery
8. Carry out on-going supervision with all staff. Staff appraisals are carried out every year where objectives and action plans for staff are set out, whilst also sourcing training according to their individual needs
9. Develop a continued professional development plan addressing both qualifications and continuous professional development needs of the setting and of individual staff
10. Promote a positive learning culture within the setting
11. Delegate responsibilities according to an individual's expertise
12. Carry out training needs analysis for all individual staff, the team as a whole, and for the nursery
13. Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
14. Provide inductions to welcome all new staff and assign a senior member of staff to support new staff
15. Offer on-going support and guidance

We also carry out regular in-house training with all staff covering a wide selection of child care aspects.

4.0 Key Person

The role of the Key Person and settling-in

We believe that children settle best when they have a key person to relate to, who knows them and their parent well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents and the staff and the setting by providing secure relationships in which children thrive, parents have confidence, the staff are committed and the setting is a happy and dedicated place to attend or work in.

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

- A key person is allocated prior to the child starting.
- The key person is responsible for the induction of the child and their family.
- The key person offers unconditional regard for the child and is non-judgmental.
- The key person acts as the key contact for the parents, and has links with other carers involved with the child such as a child-minder.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents.
- The key person encourages positive relationships between the children in their key group.

Settling-in

- Parents with/or without the child visit the Nursery for a show-around.
- Before a child starts to attend the setting, we provide written information about the setting to the parents (e.g., contract, starter pack, policies and procedures).
- A key person is allocated prior to the child starting and they support the child and his/her family in a settling-in programme.
- Parents complete an 'All about me' outlining some clear information about the child and how to best support them in the setting as well as contact information etc.
- New starters have their parents with them for the start of the first session, chatting with the child's key person about their child and helping their child settle in the room. After about 10-15 minutes we then ask the parent to leave if they are happy to, saying goodbye to their child and clearly stating they will be back soon. Children need to build trust with the key person and the setting and therefore they should be clearly told their parent is leaving and then coming back shortly. At this time, we will ask the parent to leave the child for no longer than an hour or two so they can quickly understand their parent is coming back.
- We then slowly build up the length of time for each settling session, doing handover at the door so that they are getting used to how it will be moving forward. How many of these sessions we do greatly depends on the individual child and their families. Some are able to jump up to full sessions very quickly, whilst for others they may require a few weeks or even months to attend their contracted hours.
- We expect parents to follow our settling-in procedure as it is very important in ensuring children can be properly settled and learn and develop in the setting as quickly as possible.

The progress check at age two

The key person carries out the progress check between their second and third birthday.

- The progress checks aim to review the child's development and ensures that parents have a clear picture of their child's development.
- The key person will note areas where the child is progressing well and identify areas where progress needs more support
- The progress check is shared between the key person and parents at a parent meeting or discussed verbally if a face-to-face meeting is not possible. Next steps are then agreed upon between the two parties for both the home and Nursery environment.
- The key person will then plan activities within the room to support these next steps.

5.0 Staff: Child Ratios

Staffing

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

Procedures

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

- Children under two years of age: 1 adult: 3 children:
 - At least one member of staff holds a level 3 or above qualification and is suitably experienced with under 2's
 - At least half the staff have at least a level 2
 - At least half the staff have baby specific training
 - The room leader has suitable experience for working with under twos
- Children aged two years: 1 adult: 4 children:
 - All staff hold at least a level 3 qualification or are carrying out their apprenticeship towards Level 3.
 - At least half the staff have a full and relevant level 3 qualification
- Children aged three years and older: 1 adult: 8 children:
 - All staff hold at least a level 3 qualification or are carrying out their apprenticeship towards Level 3.
 - At least half the staff have a full and relevant level 3 qualification
- A Qualified Teacher, Early Years Teacher or other level 6 qualified person working with children aged three or over between the hours of 8am and 4pm: 1 adult: 13 children.
- A minimum of two staff/adults are on duty at any one time.
- Each child is assigned a key person.
- We hold regular staff meetings to discuss children's progress, their achievements and any difficulties that may arise from time to time.

6.0 Health

Administering medicines and first aid

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

Administering medicines should only be done in setting if it would be detrimental to the child's health to not. If a child has not had the medicine before parents are advised to keep their child/baby at home for 48 hours to ensure there are no adverse effects. The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Children's prescribed medicines are stored in their original containers, clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - The full name of child and date of birth
 - The name of medication
 - The dosage to be given in the setting
 - How the medication should be stored and its expiry date
 - The signature of the parent, their printed name and the date on the morning of.
 - A signature from parent on collection to confirm time of medicine administered

Storage of medicines

All medication is stored safely in a locked cupboard or refrigerated as required. These will be clearly marked in a box.

The child's key person is responsible for ensuring the medicine is returned to parents.

Medication may be kept in the setting to administer on a regular or as-needed basis. A key person ensures this is in-date.

Medicine is stored in a securely locked first aid cabinet or fridge as appropriate.

Individual training may be necessary for the administration of medicines that requires medical knowledge.

No child may self-administer. Children who have an understanding of when they need their medicine e.g. asthma, should be encouraged to tell their key person. This does not replace staff vigilance in knowing and responding when a child requires medication.

Children who have long term medical conditions and who may require on-going medication.

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

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

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

Health care plans are kept in a secure cupboard both in the office and down in the room.

Managing medicines on trips and outings

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

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

On returning to the setting the card is stabled to the medicine record book and the parents signs it.

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

Children should not eat when travelling in vehicles.

Managing children who are sick, infectious or with allergies

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

Procedures

If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach, the child's key person or someone from the office will ring the parents and ask them to collect their child, or send a known carer to collect the child on their behalf.

The child's temperature is taken using a thermometer.

In extreme cases the child should be taken to hospital and parent informed.

The setting can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease. After any sickness or diarrhoea children should stay at home for **48 hours**.

Where children have been prescribed new antibiotics, parents are asked to them at home for **24 hours** before returning them to the setting.

After diarrhoea, parents are asked to keep children home for **48 hours** and until a formed stool has passed.

For excludable diseases and current exclusion length recommendations please speak to Laura Holmes or check the Health Protection Agency (HPA) website.

Reporting of 'notifiable diseases'

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

When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the HPA.

HIV/AIDS/Hepatitis procedure

HIV virus is spread through bodily fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.

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

Protective rubber gloves are used for cleaning clothing after changing.

Soiled clothing is rinsed and bagged for parents when they collect.

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

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

Nits and head lice

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

All parents are informed if there has been a reported case of head lice and are all asked to treat their child and the entire family if they are found to have lice.

Procedures for children with allergies

When parents start, they are expected to record any known allergies on the All About Me form.

On a health care plan, it is important to outline the severity of the allergy, what practitioners should do in the event of a reaction and what medicine or treatment the child will need.

This form should be kept securely in the office with a copy in the room.

Parents train staff in how to administer medicines.

No nuts or nut products allowed on the premises.

Parents are made aware of this fact to ensure packed lunches are nut free.

Insurance requirements for children with allergies and disabilities

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

At all times the administration of medication must be compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

Oral medication

Oral medication including asthma inhalers must be prescribed by a GP.

Additional, named, asthma inhalers must be provided by parents to keep at all times in the medicine cupboard at the setting

The setting must be provided with clear written instructions on how to administer medication

Key person for special needs children

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

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

Copies of all letters must be sent to the insurance provider and written confirmation that the insurance has been extended will be issued in return.

Recording and reporting of accidents and incidents

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

Our accident folders:

Are kept in a safe and secure place;

Are accessible to all staff and volunteers; and

Are reviewed regularly to identify any potential or actual hazards

Reporting accidents and incidents

Ofsted is notified as soon as possible, or within 14 days, of any instances which involve:

- Food poisoning affecting two or more children looked after on our premises;
- A serious accident or injury to, a serious illness of, a child in our care and the action we take in response; and
- The death of a child in our care

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

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

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Health and Safety Executive:

- Any work-relating accident leading to an injury of a child or adult, where they are taken to hospital.
- Any work relating injury to a member of staff, which results in them being unable to work for seven consecutive days;
- When a member of staff suffers from a reportable work-related disease or illness;
- Any death, of a child or adult, that occurs in connection with activities relating to our work; and
- Any dangerous occurrences.

Our incident book

We have ready access to telephone numbers for emergency services, including the local police. We have contact numbers for the gas and electricity emergency services, and a carpenter and plumber.

- We keep an incident book for recording major incidents, including those that are reportable to the Nursery Manager as above.
- These incidents include:
 - A break in/burglary, or theft of personal or the setting's property;
 - An intruder gaining unauthorised access to the premises;
 - A fire, flood, gas leak or electrical failure;
 - An attack on member of staff or parent on the premises or nearby;
 - Any racist incident involving staff or family;
 - A notifiable disease or illness, or an outbreak food poisoning, affecting two or more children looked after on the premises;
 - The death of a child or adult;
 - A terrorist attack or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or whether it was reported to the police, and if so a crime number.
- In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families.
- In the unlikely event of a child dying on the premises, for example, through cot death, the emergency services are called, and the advice of these services is followed.
- The incident book is not for recording issues of concern involving a child.

Nappy changing

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults. We work with parents to support children with their toilet training.

Procedures

- It is the Key person's responsibility for ensuring that their key children's nappies are changed regularly however it is the duty of care of ALL staff members to ensure that ALL children are changed regularly. A record is kept of this if required
- Each child has their own nappies and changing wipes in the Nursery.
- Gloves and aprons are put on by staff before changing starts and the areas are prepared.
- All staff are familiar with the hygiene procedures and carries these out when changing nappies.
- Nappy changing is relaxed and a time to promote independence in young children.
- Children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- Children are encouraged to wash their hands, and have soap and towels to hand.
- Adults are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies are disposed of hygienically.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies in the setting this may constitute neglect and will be a disciplinary matter.

Food and drink

Our provision regards snack and meal times as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating and provide, and ask parents to provide, nutritious food, which meets the children individual dietary needs.

Procedures

- Before a child starts to attend the setting we ask the parents about their dietary needs and preferences.
- We record information in the child's 'All about Me'.

- We regularly consult parents to ensure that our records are up-to-date.
- We clearly display children's current dietary needs and allergies in the setting so that all staff and volunteers are fully informed about them.
- We provide nutritious and well balanced meals and snacks.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has an allergy.
- We require staff to show sensitivity in providing for children's diets and allergies.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves where possible.
- We will never force a child to eat. We will provide support and encouragement to try what is on their plate but we will listen to the children when they say they are full.
- We provide children with utensils that are appropriate for their ages and stage of development and that take into account their eating practices in their cultures.
- We have fresh drinking water available constantly for the children.
- We discourage children from sharing or swapping food to protect those children with allergies.
- We provide cows milk for your child if they are under 5
- For each child in our caterpillar room (mainly our under 2s) we provide parents with written information about feeding routines, intake and preferences.

Packed lunches

- We ask parents to bring packed lunches in a cool bag and they are stored in a large fridge;
- We encourage parents to provide sandwiches with a healthy filling, fruit and milk-based desserts, such as a yoghurt;
- We discourage packed lunches that consist largely of crisps, processed foods, sweet drinks and sweet products;
- We ensure that staff sit with children to eat their lunch so that the mealtime is a social occasion.

Food hygiene

We provide snacks and an afternoon meal, and serve packed lunches to the children in the setting. We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food. We have registered as a food provider with the local authority Environmental Health Department.

Procedures

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food, Better Business* (Food Standards Agency, 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent the growth of bacteria and food consumption.
- All staff follow these guidelines.
- All staff involved in the preparation and handling of food have received training in food hygiene.
- Daily checks and closing checks on the kitchen are carried out.
- Food is stored at the correct temperatures and is checked to ensure it is in-date and not subject to contamination.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for washing up and hand washing.
- All surfaces are cleaned and non-porous.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.

Reporting of food poisoning

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

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

7.0 Behaviour Management

Here at Mini VIP's Nursery & Daycare we aim to provide a positive environment where adults consistently manage and encourage positive behaviour whilst promoting children's welfare and development. We understand that children need to have set boundaries for their own safety, their peers and the staff. Our intention is to help children understand their behaviour, whether good or bad and the significance it has on themselves and others.

When children act in a way we deem not appropriate, we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those of older children.

We recognise that children are unable to regulate their own emotions, such as fear, anger or distress, and requires the adult to scaffold and support this learning process. Children who exhibit behaviour that challenges are doing so for a multitude of reasons, a big factor is not being able to articulate using words what it is that they want or need. They may be frustrated about their needs not being understood, or overwhelmed and anxious by a busy and chaotic environment.

Common behaviours of young children include:

- Tantrums
- Biting/scratching/spitting
- Snatching or fighting

Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding

- We will always praise good behaviour and let them know that it is the behaviour that challenges, not the child that is unwelcomed.
- All staff will role model & interact positively with each other, parents and children by using appropriate language and demonstrate a caring attitude
- Our staff consistently and positively encourages children to respect themselves and others in a secure, challenging, stimulating and positive environment with clear boundaries and expectations.
- Staff will **NEVER** shout or use threatening or intimidating language/behaviour/actions.
- Staff use simple signing alongside spoken language to help children's understanding and to teach children who are unable to use the spoken word how to use signs to communicate what it is that they want.

We encourage positive behaviour in all children depending on their age and stage of development for example:

- Kind hands and feet
- Walking feet
- Listening ears and seeing eyes
- Tidy up time
- Helpful heroes
- Using praise & positive reinforcement and celebrating achievements.
- Using positive and clear instructions
- Encourage sharing and negotiation, choice and decision making.
- Getting down to the child's level and maintaining eye contact.
- Reassuring children that they are valued as individuals even if their behaviour may sometimes be unacceptable.
- All of our activities support good behaviour.

Conflict Resolution Steps

- 1. Approach calmly and with an open mind**
Walk over and get down to their level
- 2. Acknowledge feelings**

- Say "I can see you're feeling hurt/cross/upset/angry"
3. **Gather information from both sides**
Say "what has happened?"
 4. **Restate the problem**
Say "so the problem is"
 5. **Ask for solutions & choose one together**
Say "I wonder what we can do to solve the problem/help you feel better"
 6. **Be prepared to give follow up support**
Keep an eye out for what happens next and give further support if needed

Jo Buckland/Joey Smallman and the child's key person will ensure that reoccurring or persistent problems are dealt with in partnership with the child's parent/carers using observation records to establish an understanding of the cause.

1. **Note the change in behaviour**
 - a. What has happened?
 - b. What happened prior to the incident
 - c. What happened during the incident
 - d. What happened after the incident
 - e. What was the adults role
2. **Discuss as a room/team & record using various means of observation**
 - a. ABC observation record
 - b. In house observation form
 - c. Individual record of observation
 - d. Tracker
3. **Parent meeting**
 - a. Discuss our findings from the observations
 - b. Is the behaviour replicated at home?
 - c. Conversation logged on a parent discussion form
 - d. Actions agreed in partnership
4. **Review findings**
 - a. After agreed timeframe
 - b. No further action or
 - c. continued support within our universal provision, outside agencies or the introduction of a My Plan

If an injury occurs to a child as a result of another child's behaviour, both are supported by staff and parents are informed without naming the other child and the event is logged on either an incident or accident form.

8.0 Safety and suitability of premises, environment and equipment

Health and safety general standards

Our setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers. We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment. The person who is responsible for health and safety is Laura Holmes

Insurance cover

We have public liability insurance and employers' liability insurance.

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety.
- Health and safety issues are explained to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- Health and safety is discussed regularly at staff meetings.
- We operate a no-smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or change light bulbs, they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own.
- The sickness of staff and their involvement in accidents is recorded.
- We keep all cleaning chemicals in their original containers.

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

Doors and floors

- We take precautions to prevent children's fingers being trapped in doors.
- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

Electrical/gas equipment

- All conform to safety requirements and are checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

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

Outdoor area

- Our outdoor area is securely fenced.

- It is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of any poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Hygiene

- We seek information from the Health Protection Agency to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities
- We implement good hygiene practices by:
 - Cleaning tables between activities;
 - Cleaning and checking toilets regularly;
 - Wearing protective clothing;
 - Providing sets of clean clothes;
 - Providing tissues and wipes;

Activities and resources

- Equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- All materials are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the management team.

Maintaining children's safety and security on the premises

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

Procedures

Children's personal safety

- We ensure all staff have undergone a DBS check
- Adults do not normally supervise children on their own or if they do they are within calling distance and have a walkie talkie to call on others where needed
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor any activity.

Security

- Systems are in place for the safe arrival and departure of children
- The times of the children's arrivals and departures are recorded.
- The arrival and departure of any adults- staff, volunteers and visitors- are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children leaving our premises unnoticed.

Supervision of children on outings and visits

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

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- A risk assessment is carried out before an outing can take place.
- Our adult to child ratio on outings is high.
- Named children are assigned to individual staff to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in the setting, stating:
 - The date and time of the outing
 - The venue and mode of transport used.
 - The names of the staff members assigned to each of the children.
 - The time of return.
- Staff take a mobile phone on outings, as well as a first aid kit, wipes, spare clothing, nappies, snacks and water.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

Risk assessment

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

We follow the five steps as follows:

1. Identification of a risk: where is it and what is it?
2. Who is at risk?
3. Assessment as to whether the risk is high, medium or low
4. Control measures to reduce/eliminate risk.
5. Monitoring and review.

Procedures

- Our risk assessment covers adults and children and includes:
- Determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or inspectors;
- Checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
- Assessing the level of risk and who might be affected;
- Deciding which areas needs attention;
- Developing an action plan.
- The risk assessment is written and reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

Fire safety and emergency evacuation

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. Laura Holmes is familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer.

Procedures

- The basis of fire safety is risk assessment.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire-fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
- Clearly displayed
- Explained to new members of staff and volunteers
- Practised regularly, at least every six weeks.
- Records are kept of fire drills and of the servicing of fire safety equipment.

Emergency evacuation procedure

- Children are familiar with the sound of the fire alarm due to regular fire drills.
- The children, staff and parents are clearly made aware of fire exits when starting at the setting.
- Children are led by adults to the assembly point.
- A register is carried out by the room leaders to ensure all children and staff are accounted for.
- The time it takes to complete a fire drill is recorded.
- In the event of a real fire, the on-duty Fire Marshall will contact the emergency services as soon as possible after evacuation.
- Parents will then be phoned once every child and adult has been accounted for and emergency services are present.

The fire drill record book contains; the date and time of the drill, how long it took, whether there were any problems for delayed evacuation, and any further action taken to improve the drill procedure.

Extreme incident procedure

This will be activated in response to various situations such as:

- A reported incident or disturbance within the local community with could pose a potential threat or risk to the staff or children at the Nursery.
- An intruder on the site of the Nursery posing a risk to staff or children.
- The Nursery being informed or aware of a risk locally such as air pollution (smoke etc).
- A major fire or explosion in the vicinity of the Nursery that means that the Nursery is the safest place to stay rather than leaving.

A whistle will be blown to advise of a potential threat, when heard each room to blow their whistle to ensure all rooms are aware to spread the warning throughout the whole Nursery.

All children and staff will remain in their own rooms.

Those outside should immediately move to the nearest room in the Nursery if this does not endanger them. (Close and lock all doors and windows if safe to do so.)

Everyone should keep away from doors and windows and where possible stay towards the centre of the room, under tables if possible. The safety of the children is paramount from physical and emotional harm so every effort will also be made to shield children from any developing situation.

If the Nursery is deemed to be in immediate danger and if it is safe to do so, the fire alarm can be turned on under the SILENT mode which will trigger an automatic call to the emergency services. The alarm will remain SILENT as to not cause confusion about whether to evacuate the building as in a normal fire drill and/or the emergency services will be alerted.

If the Nursery is not in immediate danger due to the incident being within the wider community, we will await further instruction from the appropriate authority.

All parents will be informed at the earliest time possible and a full evaluation will be conducted to ensure that every child and staff member was fully supported and that the procedure went as planned.

Shut down drill

- Blow Whistle
- Return to your room if safe to do so, or to the nearest safest room
- Close and lock all doors and windows, close blinds if safe to do so
- Sound SILENT fire alarm or call 999
- Gather in the safest place in the room, away from sight, possibly the centre of the room under tables
- Remain until notified it is safe to move and await instruction

For an intruder in the building

In the case of an intruder in the building we follow the above protocol if that is deemed the safest measure.

If we are able to exit the building without exposing ourselves to greater danger and we are aware of the intruder's location, we will lead the children, in silence and in small groups, away from the building. If safe to do so we will gather in the Sports Hall car park. Await further instruction from the Nursery Manager or the appropriate authority.

No smoking

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

Procedures

- All staff, parents and volunteers are made aware of our No-smoking policy.
- We display no-smoking signs
- The No-smoking policy is stated in our information for parents.
- Staff who smoke do not do so during working hours, unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

9.0 Equal Opportunities

Valuing diversity and promoting equality

We will ensure that our service is fully inclusive in meeting the needs of the children. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds.

There are a number of factors which affect children's well-being, including the structure of their family, any disabilities (either their own or their parents), family hardship, or discrimination from their ethnicity, the languages they speak, their religious background etc.

We understand these can impact on a child's learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

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

Admissions

- Our setting is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We can provide information in as many languages as possible.
- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
 - Disability
 - Race
 - Gender reassignment
 - Religion or belief
 - Sex
 - Sexual orientation
 - Age
 - Pregnancy and maternity; and
 - Marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discrimination behaviour by staff or parents.
- Displaying of openly discriminatory and possible offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.

- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the 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.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy.

Curriculum

The curriculum offered in the Nursery 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 crucial thinking.

Our environment is as accessible as possible for all visitors and service users. We make reasonable adjustments to accommodate the needs of disabled children and adults by:

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

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all the families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to contribute fully and take part in the life of the setting.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

Food

- We work in partnership with parents to ensure that the dietary requirements of children that arise from their medical, religious or cultural needs are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see

Supporting children with SEND

We provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential. We support parents and children with special educational needs. We identify the specific needs of children with SEN and meet those needs through a range of SEN strategies. We work in partnership with parents and other agencies in meeting children's individual needs. We monitor and review our policy, practice and provision and make changes if needed.

- We have two members of staff who work as our designated Special Educational Needs Co-ordinator: Jo Buckland and Joanna Smallman
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with the parents of children with SEN to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liase with other professionals.
- We provide a broad, balanced and differentiated curriculum for all children with SEN.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual my plans and my plan + for children with SEN.

10.0 Information and Records

Parenting involvement

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

- We have a means to ensure all parents are included- that may mean we have different strategies for parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, through access to written information and through regular informal communication.
- We inform parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children- either formally or informally- and ensure parents have access to their children's written developmental records.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure that they are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

Children's records

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

Procedures

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

1. Developmental records

- These include a folder with photographs and artwork in, 2 year old progress check, and a transition record when they leave us to start school or a new setting

2. Personal records

- These include registration and admission forms, signed consent forms, correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an on-going record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
- Parents have access, in accordance with our Client Access to Records Policy to the files and records of their own children, but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We destroy any personal records within a month of them leaving the setting; however any records that relate to an accident or child protection matter are kept until a child reaches the age of 21 years. These are kept in a secure place.

Other records

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

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

Provider records

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

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff including their name, home address and telephone number.
- Names, address and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

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

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

We notify Ofsted of any change to the address of the premises, to the premises which may affect the quality of childcare we provide, the name and address of the provider, to the person managing the Nursery, any significant event which is likely to affect our suitability to look after children or any other event as detailed in the EYFS.

Transfer of records to school

We recognise that sometimes children move to another early years setting before they go on to school. We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer. Confidential records are shared where there have been child protection concerns according to the process required by our Multi Agency Safeguarding Hub and the Gloucestershire Safeguarding Children's Board.

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

We do a summary of the child's strengths in relation to the EYFS, and note any areas of support that may be needed.

The record refers to- any additional language, any additional needs, any special needs or disability.

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

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school, along with the date of the last professional meeting.
- The name and contact details of the lead professional will be passed on to the receiving setting or school.
- If applicable, the child's social worker will be passed on to the receiving setting or school.
- This is marked as confidential.

Confidentiality and client access to records

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high

quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

Confidentiality procedures

- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep, for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely.

Information sharing

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

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

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

The decision should never be made as an individual. The three criteria are:

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

Procedures

- The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
- We are open and honest from the outset about why, what, how and with whom information will, or could, be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- We seek advice, if in any doubt, without disclosing the identity of the person.
- We share with consent where appropriate.
- We consider the safety and well-being of the person and others who may be affected by their action.
- We ensure all information shared is necessary, proportionate, relevant, accurate, timely and secure.
- We keep a record of our decision and the reason, including whether we have deemed it better to share information or not. If we do share then we need to record what we have shared, with whom and for what purpose.

Consent

- Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:
- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our starter pack.
- Parents sign our 'All about Me' form at registration to say they understand this.

- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?

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

Working in partnership with other agencies

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

Procedures

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

Making a complaint

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

We keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request.

Making a complaint

Stage 1:

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the setting leader.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this doesn't have a satisfactory outcome, or if the problem reoccurs, the parent moves to this stage of the procedure by putting the concerns or complain in writing to the management team.

- For parents who are not comfortable with making written complaints, there is a form for recording complaints; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's persona file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting manager and director/owner. The parent may have a friend or partner present if they prefer and the leader should have the support of the management team.
- An agreed written record of the discussions is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged.

Stage 4

- If at the stage three meeting the parents and setting cannot reach agreement, an external mediator is invited to help settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussions confidential. S/he keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting manager and director/owner is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

Parents may contact Ofsted at any point of the complaints procedure. This number is **0300 123 1231**.

A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept, including the date, the circumstances of the complaint and how the complaint was managed. The outcome of all complaints is recorded, and this is available for parents and Ofsted inspectors on request.

11.0 Whistleblowing

Whilst it is expected that there should be a professional approach at all times and that everyone should hold the welfare and safety of every child as their paramount objective, there may be occasions where this may not be happening. It is vital that all team members talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be ironed out as soon as they arise.

Disclosure of information where a member of staff becomes aware of information that they reasonably believe tends to show one or more of the following, they MUST use the nursery's disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. National Care Standards)
- That a miscarriage of justice that has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be, endangered
- That the environment, has been, is being, or is likely to be, damaged
- That information tending to show any of the above, is being, or is likely to be, deliberately concealed.

Disclosure procedure

- Where it is believed that one or more of the above circumstances listed above has occurred staff should promptly disclose this with their line manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to the line manager (i.e. because it relates to line manager) the member of staff should speak to a member of the management team or nursery owner.
- Staff will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, staff should speak in confidence to the Nursery Manager/ Nursery Owners.
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any staff member who is involved in victimising staff that make a disclosure, takes any action to deter staff from disclosing information or makes malicious allegations or disclosures in bad faith will be subject to potential disciplinary action which may result in dismissal.
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any line manager who inappropriately deals with a whistle-blowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal.

12.0 Safeguarding

Mini Vips recognises its key statutory duty to safeguard children who attend its nursery services. Everyone employed by the service has a responsibility in relation to child safeguarding. This includes staff being aware of the potential risks of abuse and raising any concerns to their line manager.

In this regard, we recognise the definition of safeguarding adopted in statutory guidance:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Mini VIP's recognises the importance of good leadership in establishing a culture of safeguarding and of ensuring that the appropriate policies and procedures are in place and are followed by all staff. At all times, the organisation will seek to take a child-centred approach where the needs of the child are put first.

The aims of this policy are to:

- ensure that children in this setting feel "protected and safe" at all times
- establish a positive culture of safeguarding
- ensure that staff are clear about the procedures to follow where they are concerned about the safety of a child
- raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- provide a systematic means of monitoring, recording and reporting of concerns and cases
- provide guidance on recognising and dealing with suspected child abuse
- provide a framework for inter-agency communication and effective liaison
- identify strategies and interventions available to support children at risk.

Mini VIP's recognises that it must have regard to all relevant statutory and best practice guidance on child safeguarding.

All staff and managers are expected to be aware of the requirements of the following guidance:

- *Working Together to Safeguard Children — A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children* (2021), HM Government
- *Keeping Children Safe in Education — Statutory Guidance for Schools and Colleges* (2021), Department for Education
- *Inspecting Safeguarding in Early Years, Education and Skills Settings* (September 2018), Ofsted
- *The Revised Prevent Duty Guidance for England and Wales* (2017), HM Government
- *What to Do if You're Worried a Child is Being Abused — Advice for Practitioners* (March 2015), Department for Education.

Managers and practitioners should also be aware of and follow any professional guidance that applies to their roles.

Procedure

In order to safeguard children, this organisation will:

- embed a positive culture and ethos where safeguarding is considered as a key part of everyday life in the service
- empower staff to deliver a strong, robust and proactive response to child safeguarding that reduces the risk of harm or actual harm occurring
- ensure that staff are clear about procedures where they are concerned about the safety of a child
- adopt child safeguarding procedures and guidelines as recommended by our local safeguarding partners
- work closely with the safeguarding partners and engage fully in local strategies and processes, including those related to learning from reviews
- implement appropriate procedures and audit their effectiveness

- raise awareness with staff that concerns about the welfare of a child and child protection are taken seriously, with appropriate action being taken
- create an environment where children are listened to and their concerns taken seriously
- ensure a timely response to any safeguarding concerns
- practice effective multi-agency working to help plan support around a child
- share information with other agencies on a need-to-know basis
- involve parents and children, except where doing so would put the child at greater risk of harm
- ensure that children are protected from all forms of potential abuse, including bullying, homophobic behaviour, racism, sexism and other forms of discrimination
- follow safer recruitment guidance and procedures which includes the vetting of all new staff
- provide effective staff management through access to supervision, support and training
- review this policy at regular intervals to ensure it is updated and informs day-to-day practice.

Designated Person

The designated safeguard leads are: Laura Holmes, Jo Buckland and Joey Smallman.

Their role is to help co-ordinate any concerns that are raised regarding the welfare of a child and to liaise with other professionals where appropriate, including the local authority social care for children.

The designated person/s will:

- co-ordinate action within the provision and liaise with social care and other agencies over cases of abuse and suspected abuse
- act as a source of advice within the provision
- ensure that staff are familiar with the provision's policy and procedure
- make child protection referrals, recording and reporting accordingly
- liaise with agencies about individual cases
- organise training on child protection and safeguarding children within the provision
- ensure that appropriate strategies for recording and reporting incidents are kept within the provision
- provide appropriate feedback to members of staff as and when necessary.

Leaders, Governors and Managers

We recognise that leaders, managers and senior practitioners have a key role in helping to set a positive culture where safeguarding is seen as a high priority and abuse in any form is not tolerated.

Staff should:

- be alert to the signs of abuse as detailed in this policy
- report any concerns immediately, where possible to the designated person
- consult with the designated person if in any doubt as to how to proceed
- make any necessary written records in an appropriate and timely way
- attend appropriate training and ensure that they are updated
- follow the advice given in this policy in relation to how to handle disclosures.

Partnerships with Parents

It is important that the provision has an established approach to working with parents. Parents' and children's need for privacy should be respected. However, the priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures may have different approaches to child rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined later in this policy.

Where possible, staff should work with and share information with parents. Permission for liaison and information sharing with outside agencies should be sought unless it places the child at risk. In these cases, it is preferable to seek advice from social care or make a child protection referral.

Guidance on Recognising Abuse

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It is not the responsibility of staff to decide whether child abuse is occurring but to act on any concerns and report these to the appropriate party. The health, safety and protection of a child are paramount.

Abuse might fall into the categories of:

- physical
- emotional
- sexual
- neglect
- Prevent

In addition to the above, staff should also be alert to the risks of other specific safeguarding issues, including:

- bullying (including cyberbullying)
- breast ironing
- children missing education
- children missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drug misuse
- online abuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls
- hate crime
- “honour” based violence
- radicalisation
- human trafficking.

Note:

This list is not fully inclusive and staff should refer to appropriate statutory guidance such as *Working Together or Keeping Children Safe in Education*.

Staff should respond appropriately to signs and symptoms in a child which gives them cause for concern. These include:

- significant changes in children’s behaviour or appearance
- frequent mood changes
- deterioration in their general wellbeing
- unexplained bruising, marks or signs of possible abuse
- signs of neglect such as being unkempt
- comments children make which give cause for concern
- not wanting to go home
- seductive behaviour
- a child who is quiet and withdrawn
- a child who gives the impression of being unloved and unhappy.

More details on how to recognise signs of abuse are included in the ‘Keeping children safe in education, statutory guidance for schools and colleges – 2021’.

Policy on Dealing with Suspected Abuse

All staff should refer concerns to the designated person as soon as possible. In the meantime, they should: consider the child’s welfare as paramount

- believe the child and take them seriously
- remain calm and caring
- reassure the child that they have done the right thing in talking to them
- make notes of the conversation as soon as possible, using the child's own words
- explain what will happen next and who will be told.

Staff should not:

- promise confidentiality
- postpone the discussion until a different time
- interpret what they have been told
- probe or ask leading questions.

Where the staff member suspects that a child is being abused, they should:

- immediately tell their line manager or the designated person for safeguarding and child protection about their concerns
- make factual notes of what has occurred, using the child's own words where relevant, and any action taken.

The designated person will follow the procedure below.

- Where possible, they will discuss concerns with the child and their parents and obtain agreement to making a referral to children's social care unless this discussion would put the child at increased risk of significant harm.
- Seek professional advice if unsure about whether or not to talk to parents first.
- When a referral is made, agree what the child and parents will be told by whom and when. Inform the recipient of the referral what information has already been discussed with the child and their parents.
- If a telephone referral is made, it must be confirmed in writing within 48 hours. Children's social care should acknowledge the written referral within one working day of receiving it, indicating the course of action chosen. If nothing has been heard back within three working days, contact children's social care again.
- Under no circumstances confront the abuser. There is a risk of forewarning the abuser and compromising any investigation or prosecution.

Confidentiality

Relevant information about the protection of children must be shared with the investigative agencies, but only on a "need to know" basis.

Staff should be careful in subsequent discussions and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

13.0 Privacy Policy

This policy is intended to provide information about how the nursery will use (or "process") personal data about individuals including: its staff; its current, past and prospective child; and their parents, carers or guardians (referred to in this policy as "parents").

This information is provided in accordance with the rights of individuals under Data Protection Law to understand how their data is used. Staff and parents are all encouraged to read this Privacy Notice and understand the nurseries obligations to its entire community.

This Privacy Notice applies alongside any other information the nursery may provide about a particular use of personal data, for example when collecting data via an online or paper form.

This Privacy Notice also applies in addition to the nursery's other relevant terms and conditions and policies, including:

- any contract between the nursery and its staff or the parents of the children;
- the nursery's policy on taking, storing and using images of children;
- the nursery's retention of records policy;
- the nursery's safeguarding or health and safety policies, including as to how concerns or incidents are recorded

Anyone who works for, or acts on behalf of, the nursery (including staff, volunteers, and service providers) should also be aware of and comply with this Privacy Notice, which also provides further information about how personal data about those individuals will be used.

Responsibility for Data Protection

Speak with Laura Holmes with any requests and enquiries concerning the nursery's uses of your personal data (see section on Your Rights below).

Why we need to process personal data

In order to carry out its ordinary duties to staff, children and parents, the nursery may process a wide range of personal data about individuals (including current, past and prospective staff, children or parents) as part of its daily operation.

Some of this activity the nursery will need to carry out in order to fulfil its legal rights, duties or obligations – including those under a contract with its staff, or parents of its pupils.

Other uses of personal data will be made in accordance with the nursery's legitimate interests, or the legitimate interests of another, provided that these are not outweighed by the impact on individuals, and provided it does not involve special or sensitive types of data.

The nursery expects that the following uses may fall within that category of its (or its community's) "legitimate interests":

- For the purposes of child authentication (and to confirm the identity of prospective children and their parents);
- To provide education services, including musical education, physical training or spiritual development, and extra-curricular activities to children, and monitoring the child's progress and educational needs;
- Maintaining relationships with the community, including direct marketing or fundraising activity;
- For the purposes of management planning and forecasting, research and statistical analysis, including that imposed or provided for by law (such as diversity or gender pay gap analysis and taxation records);
- To enable relevant authorities to monitor the nursery's performance and to intervene or assist with incidents as appropriate;
- To give and receive information and references about past, current and prospective children, including relating to outstanding fees or payment history, to/from any educational institution that the child attended or where it is proposed they attend;
- To enable children to take part in national or other assessments, and to publish the results of public examinations or other achievements of children of the nursery;

- To safeguard children's welfare and provide appropriate care;
- To monitor (as appropriate) use of the nursery's IT and communications systems in accordance with our acceptable use policy;
- To make use of photographic images of children in nursery publications, on the website and (where appropriate) on our social media channels in accordance with the policy on taking, storing and using images of children;
- Where otherwise reasonably necessary for the nursery's purposes, including to obtain appropriate professional advice and insurance for the nursery.

In addition, the setting may need to process special category personal data (concerning health, ethnicity, religion) or criminal records information (such as when carrying out DBS checks) in accordance with rights or duties imposed on it by law, including as regards safeguarding and employment, or from time to time by explicit consent where required. These reasons may include:

- To safeguard the child's welfare and provide appropriate and where necessary, medical care, and to take appropriate action in the event of an emergency, incident or accident, including by disclosing details of an individual's medical condition where it is in the individual's interests to do so: for example for medical advice, social services, insurance purposes or to organisers of trips;
- To provide educational services in the context of any special educational needs of a pupil;
- To provide spiritual education in the context of any religious beliefs;
- In connection with employment of its staff, for example DBS checks, welfare or pension plans;
- For legal and regulatory purposes (for example child protection, diversity monitoring and health and safety) and to comply with its legal obligations and duties of care.

Types of personal data

This will include by way of example:

- names, addresses, telephone numbers, e-mail addresses and other contact details;
- child's attendance records
- information about individuals' health, and contact details for their next of kin;
- images of children (and occasionally other individuals) engaging in nursery activities, (in accordance with the child protection policy);

How we collect data

Generally, we receive personal data from the individual directly (including, in the case of children, from their parents). This may be via a form, or simply in the ordinary course of interaction or communication (such as email or written assessments).

However in some cases personal data may be supplied by third parties (for example another setting, or other professionals or authorities working with that individual);

Who has access to personal data and who the nursery shares it with

Occasionally, we will need to share personal information relating to its community with third parties, such as professional advisers (lawyers and accountants) or relevant authorities (HMRC, police or the local authority). For the most part, personal data collected by the nursery will remain within the nursery, and will be processed by appropriate individuals only in accordance with access protocols (i.e. on a 'need to know' basis). Particularly strict rules of access apply in the context of: medical records held and accessed only by appropriate staff; and safeguarding files.

However, a certain amount of any SEN pupil's relevant information will need to be provided to staff more widely in the context of providing the necessary care and education that the pupil requires.

Staff, pupils and parents are reminded that the school is under duties imposed by law and statutory guidance (including Keeping Children Safe in Education) to record or report incidents and concerns that arise or are reported to it, in some cases regardless of whether they are proven, if they meet a certain threshold of seriousness in their nature or regularity. This may include file notes on personnel or safeguarding files, and in some cases referrals to relevant authorities such as the multi-agency safeguarding hub or the police. For further information about this, please view the Safeguarding Policy.

How long we keep personal data

Nursery will retain personal data securely and only in line with how long it is necessary to keep for a legitimate and lawful reason. Safeguarding files will need to be kept till the child is over 21 years of age. If you have any specific queries about how this policy is applied, or wish to request that personal data that you no longer believe to be relevant please contact Laura Holmes. However, please bear in mind that we may have lawful and necessary reasons to hold on to some data.

Keeping in touch and supporting the nursery

The nursery will use the contact details of parents, and other members of the community to keep them updated about the activities of the nursery and parent events of interest, including by sending updates and newsletters and by email.

- Contact parents (including via the organisations above) by email in order to promote and raise funds for the nursery and, where appropriate, other worthy causes;
- Should you wish to limit or object to any such use, or would like further information about them, please contact Laura Holmes in writing. You always have the right to withdraw consent, where given, or otherwise object to direct marketing or fundraising. However, the nursery may need nonetheless to retain some of your details (not least to ensure that no more communications are sent to that particular address, email or telephone number).

Your rights

Individuals have various rights under Data Protection Law to access and understand personal data about them held by the nursery, and in some cases ask for it to be erased or amended or for the nursery to stop processing it, but subject to certain exemptions and limitations.

Any individual wishing to access or amend their personal data, or wishing it to be transferred to another person or organisation, or who has some other objection to how their personal data is used, should put their request in writing to Laura Holmes.

Mini VIPs will endeavour to respond to any such written requests as soon as is reasonably practicable and in any event within statutory time-limits, which is one month in the case of requests for access to information.

The nursery will be better able to respond quickly to smaller, targeted requests for information. If the request is manifestly excessive or similar to previous requests, we may ask you to reconsider or charge a proportionate fee, but only where Data Protection Law allows it.

You should be aware that certain data is exempt from the right of access. This may include information which identifies other individuals, or information which is subject to legal professional privilege. The nursery is also not required to disclose any confidential reference given by the nursery for the purposes of the education, training or employment of any individual.

Consent

Where the nursery is relying on consent as a means to process personal data, any person may withdraw this consent at any time (subject to similar age considerations). Please be aware however that we may have another lawful reason to process the personal data in question even without your consent.

That reason will usually have been asserted under this Privacy Notice, or may otherwise exist under some form of contract or agreement with the individual (e.g. an employment or parent contract, or because a purchase of goods, services or membership of an organisation such as an alumni or parents' association has been requested).

Whose rights

The rights under Data Protection Law belong to the individual to whom the data relates. However, we will often rely on parental consent to process personal data relating to children (if consent is required) unless, given the nature of the processing in question, and the child's age and understanding, it is more appropriate to rely on the child's consent.

Parents should be aware that in such situations they may not be consulted, depending on the interests of the child, the parents' rights at law or under their contract, and all the circumstances.

In general, the nursery will assume that pupils' consent is not required for ordinary disclosure of their personal data to their parents, e.g. for the purposes of keeping parents informed about the child's activities, progress and behaviour, and in the interests of the child's welfare, unless, in the nursery's opinion, there is a good reason to do otherwise.

Staff are under professional duties to respect the personal data and privacy of others, and to comply with the school's e.g. IT: acceptable use policy and the nursery rules covered under the relevant staff policy.

Data accuracy and Security

The nursery will endeavour to ensure that all personal data held in relation to an individual is as up to date and accurate as possible. Individuals must please notify the office of any significant changes to important information, such as contact details, held about them.

An individual has the right to request that any out-of-date, irrelevant or inaccurate or information about them is erased or corrected (subject to certain exemptions and limitations under Data Protection Law): please see above for details of why the nursery may need to process your data, of who you may contact if you disagree. We will take appropriate technical and organisational steps to ensure the security of personal data about individuals, including policies around use of technology and devices, and access to systems. All staff will be made aware of this policy and their duties under Data Protection Law and receive relevant training.

Queries and complaints

Any comments or queries on this policy should be directed to Laura Holmes via the office or by email to laura.holmes@minivipsnurserydaycare.co.uk

If an individual believes that the nursery has not complied with this policy or acted otherwise than in accordance with Data Protection Law, they should utilise our complaints procedure and should also notify the Laura Holmes or Jo Buckland. The nursery can also make a referral to or lodge a complaint with the Information Commissioner's Office (ICO), although the ICO recommends that steps are taken to resolve the matter with the school before involving the regulator.

14.0 Admissions Policy

Admissions Policy

Mini Vips Nursery & Daycare welcomes children from the age of 3 months up to 14 years and is open Monday - Friday from 7:30am - 6pm, 51 weeks of the year. We currently accept Childcare Vouchers and Early Years funding for eligible 2 year-olds, and all 3 and 4 year olds.

The Entry Procedure

Mini VIPs Nursery & Daycare will ask for your child to attend a 'settling in session', to assess if both you and your child will be happy at the Nursery, all 'settling-in' sessions are individually tailored to the needs of your child. You'll get a warm welcome from the staff and a big smile from the other children. We are very flexible and will ensure that you and your child are happy.

Registration

We will ask for a deposit upon registration to hold a place for your child to join the Nursery. The deposit is £100 which includes a non-refundable registration fee of £20 and the remaining £80 will be allocated against your first invoice.

Birth Certificate

We need to see the birth certificate prior to your little one starting with us to ensure we are aware of who has parent responsibility. A medical form for your child must also be completed prior to joining the Nursery.

Special Needs

We do not discriminate in anyway regarding entry. We welcome pupils with special educational needs, providing that the Nursery can offer them the support that they require. We welcome pupils with physical disabilities provided that our site is suitable for them. However, we advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with the Nursery.

We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if he/she joins the day Nursery.

Sibling Policy

Most siblings join us at the Nursery. However, admission is not automatic, and it is recommended that the sibling is registered as soon as possible in order to ensure a place is available.

Religious Beliefs

Although Mini VIPs Nursery & Daycare has Christian roots, we do not select nor discriminate for entry on the basis of religious belief.

Equal Treatment

Mini VIPs Nursery & Daycare aim is to encourage applications from parents with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world.

We are committed to equal treatment for all, regardless of a child's race, ethnicity, religion, disability, sexual orientation or social background.

Contractual Terms and Conditions

Copies will be made available to parents as part of the admissions process.

Complaints

We hope that you and your child do not have any complaints about our admissions process; copies of the Nursery's complaints procedure can be sent to you on request.

15.0 Adverse Weather Policy

In the event of adverse weather, the Nursery Managers will liaise and based on the weather conditions and advice, will decide if it is safe for the Day Nursery to open/remain open. We advise parents and staff to watch for any update via email or social media regarding the closure.

Flood

In the case of flooding, we will follow our Critical Incident Policy to enable all children and staff to be safe and for the continuity of care to be planned for.

Snow

If high snowfall is forecast during a nursery day then the Nursery Manager will take the decision as to whether to close the Nursery. The decision will take into account the safety of the children and staff and the parents/carers coming to collect their child. In the event of a planned closure during the nursery day, we will contact all parents/carers to arrange collection of their child.

In the event of staff shortages due to heavy snowfall, we will contact all available staff and group the children differently until all staff are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact Ofsted to inform them of this issue, recording all details in our safeguarding file. If we feel that the safety, health or welfare of the children is compromised then we will take the decision to close the Day Nursery.

16.0 CCTV Policy

Mini Vips Nursery & Daycare Ltd is securely monitored by a CCTV surveillance system.

- The CCTV system is owned by the Nursery.
- The Directors and nursery Management have overall responsibility for the data protection and the implementation of this policy, including keeping it under review.
- This policy does not form part of any employee's contract of employment and we may amend it at any time in accordance to the changes to the “data protection code of practice for surveillance cameras and personal information” document.

We recognise that the use of CCTV has become a common feature of our daily lives and while its use is generally accepted, CCTV operators have certain duties and responsibilities to those whose images are caught on camera.

The Nursery complies with the Information Commissioners CCTV Code of Practice to ensure it is used responsibly and safeguards both trust and confidence in its continued use.

The System comprises of x8 fixed position cameras, x4 exterior, x1 in the baby sleep room, x1 in the baby room, x1 in the toddler room and x1 in the pre-school room. A monitor, digital hard drive recorder and 2 public information signs. No camera is hidden from view and all will be prevented from focusing on areas of private accommodation. Signs are prominently placed at the entrance and exit points of the site to inform staff, children, parents and visitor that a CCTV installation is in use. The digital recorder and single effectiveness of the limited system it is not possible to guarantee that the system will detect every incident taking place on the site.

Policy

The policy is in compliance to the “data protection code of practice for surveillance cameras and personal information” document 2014.

- To inform all who come onto the Nursery that CCTV is in use.
- To ensure the prevention of intrusion of privacy for immediate neighbours.
- Images from CCTV will be secure and controlled by the nursery CCTV authorised personnel both Directors. Debbie Turner and Laura Holmes
- To maintain all CCTV equipment in working order.
- To manage the output in a responsible way having quality control and replacement arrangements.
- To provide retention of images within the stated purpose only
- To comply with the ‘Freedom of Information Act 2000’

Purpose of the System

The system has been installed by the nursery with the primary purpose of monitoring

- Reducing the threat of a child being abducted
- Damaged to the building
- Theft
- Assist in the prevention and detection of crime
- Helping ensure the safety of all the users, staff, children, parents and visitors, consistent with the respect for the individual’s privacy
- Deter those having criminal intent

The system will not be used to provide images for the world-wide-web or record any sound.

Recording

Digital recordings are made using a digital video recorder operating in real mode, monitoring the site continuously 24 hours a day. Images will normally be retained for between 4-6 weeks from the date of the recording and they will then automatically overwritten.

Access

Viewing of the recorded images of CCTV will be restricted to the Nursery Manager within the office, also to those staff who need to have access in accordance with the purpose of the system. Out of nursery hours, the owners will have access to CCTV images via secure remote access to assist in maintaining the security of the premises. This is not a “webcam” facility; parents will not have access to view recordings.

- If an issue arises and a parent wishes to view the CCTV recording then this will be agreed with the management and the directors and parent may be given authorisation to view the recording with supervision.
- CCTV recordings will be kept for 4-6 weeks and will then deleted automatically.
- CCTV recordings will be made available to the police and other pertinent authorities without consent of parents if requested as such for child protection reasons.

Arrangement Procedures

- All users of the Nursery will be notified of the use of CCTV by appropriate signage throughout the Nursery.
- The images that are recorded will be held in a secure location on the systems server and can only be accessed by those authorised to do so.
- The secure location for viewing live images will be in the Nursery Office and remote access will be available to the Nursery management and the Directors.
- Within the purpose of the CCTV system such images may be shared with the Police enforcement agency if deemed necessary by the Nursery Directors.
- The images will be digitally recorded on a rolling programme.
- The system is accessible to the Directors on apps and the Directors have the sole duty to the Data (exterior cameras only)

Protection when accessing the cameras, the following protocols will be followed

1. Password protected computers.
2. Lock on the office door where the cameras are accessed.
3. All details will be kept every time CCTV live recording is accessed.

User Responsibilities

- To uphold the arrangements of this policy.
- To handle images/data securely and responsibly, within the aims of the Policy. Management authorised to have access needs to be aware that they could be committing a criminal Offence if they misuse CCTV images.
- To uphold the recorded procedure for subject access requests.
- To report any breach of procedure to the System Manager, and then to the (ICO) Information Commissioners Office. Data Protection Department.
- To attend training / refresher sessions as required.

17.0 Covid-19

1. Information about Covid-19
2. Who is at risk
3. Preventing the spread of infection
4. Guidance on Covid-19

Information about the virus

Covid-19 is an infectious disease caused by a newly discovered coronavirus. The virus was first identified in Wuhan City, China at the end of December 2019

Most people infected will experience mild to moderate respiratory illness and recover without requiring special treatment. Some of the symptoms are:

- New persistent cough
- Temperature above 37.8
- Loss of taste

This policy and associated risk assessment are to limit the spread of infection within the setting.

Who is at risk?

All members of the setting are at risk including: staff, children, parents/carers of the children attending, any other individuals involved in the day to day operation of the setting.

Generally, these infections can cause more severe symptoms in people with weakened immune systems, older people, and those with long term conditions like diabetes, cancer and chronic lung disease.

Guidance

Mini VIPs will follow whatever the current government guidance is in relation to Covid-19. We will update both staff and parents with any change within the setting relating to Covid-19. Testing, isolation periods etc. will be based on current guidance as and when we are given this.

18.0 Animals in the setting

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

The owner/manager of Mini VIPs has a dog that currently spends two-three days a week in the office.

Procedures:

- We keep the stair gate shut from the office to the hallway so that the dog cannot leave the room
- We teach children the correct handling of the dog, we educate children on being calm and gentle, no loud noises and sudden movements, the importance of caring for animals and treating them with respect and kindness. Children are never left unsupervised around the dog. Hands are washed after stroking or being in contact with the dog.
- The dog has a clean bed and fresh food and drink set up and accessible in the office
- Children are not to access the office whilst the dog is present.
- The owner keeps up to date with any vaccinations and other regular health measures such as de-worming.
- We ensure that any pet allergies amongst children in our setting are considered and keep the dog away from any spaces where these children may spend their time
- Any other animals brought into the setting are the responsibility of the owner

19.0 Lone working

The Health and Safety at Work etc Act 1974 and The Management of Health and Safety at Work Regulations 1999 requires us to provide a safe environment, safe equipment and safe working systems of work for all our employees and those working on our premises.

For the most part of the day our staff work alongside colleagues in each of our nursery rooms. There are occasions at the start and end of the day when members of staff will be on their own within the rooms due to the low levels of children at this time of day. To protect the member of staff and the children in their care we ensure that every room has a walkie talkie for communication between themselves and other rooms including the office. Our rooms are situated as such that it is also always possible to shout for support from someone else if needed. We have cctv in each of our nursery rooms. This helps to safeguard both members of staff and the children in our care if any incident was to occur as we are able to review footage.

With our school children we do a minibus pick up from Gretton Primary School and pick up children from clubs after-school. On both these occasions a member of staff is on their own with a group of children. We ensure that this member of staff has a mobile phone on them for use in emergencies and to communicate back to the office if needed. We have risk assessments in place on crossing roads, using vehicles whilst transporting children etc.

20.0 Sun-cream and appropriate weather policy

At Mini VIPs we like getting outside in all weathers. We ask that parents ensure they bring suitable clothing and footwear for the children when they are with us, so that we can access the outdoor areas and/or go on local excursions.

We ask parents to bring a named sun-cream each year. This is kept in a crate for each child's room. On days when the UV rays are high and the weather is going to be warm, we ask parents to have applied sun-cream before they drop them off. We will leave the crates outside the front so that parents are able to apply the sun-cream themselves if they have forgotten to do so at home.

We will then re-apply sun-cream after lunch or before the children are next outside. We also encourage children to wear named sun-hats from home especially on particularly sunny days.

21 Sleep Policy

Mini VIPs Nursery recognises that getting enough sleep is important in supporting a baby and young child's development.

The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. We make sure that:

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, you should turn them onto their back again. Once a baby can roll from back to front and back again on their own, they can be left to find their own position.
- Babies and toddlers are never put down to sleep with a bottle to self-feed.
- Babies and toddlers are monitored visually when sleeping. Checks are recorded every 10 minutes.
- When monitoring the staff member looks for the rise and fall of the chest and if the sleep position has changed.
- As good practice, we monitor babies under 6 months every 5 minutes until we are familiar with their sleep routines.

We provide a safe sleeping environment by:

- Monitoring the room temperature – between 16* and 20*
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Only using safety-approved cots or other suitable sleeping equipment (i.e. mats) that are compliant with British Standard Regulations
- Only letting babies sleep in prams that are flat and with parents' permission.
- Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required.
- Keeping all spaces around cots clear from hanging objects
- Ensuring every baby/toddler is provided with clean bedding
- Transferring any baby who falls asleep on a practitioner to a safe sleeping surface to complete their rest
- We have a no smoking policy throughout the setting.

We ask parents to provide information on their child's sleeping routine with the child's key person when they start at nursery. These are reviewed and updated at timely intervals. If a baby sleeps for example on their tummies, we will explain our policy to parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so. In this case we will ask the parents to sign to confirm they have requested this.

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will.

