

Policies and Procedures

At Twinkle Toes Day Nursery, we have a range of policies and procedures to ensure children are safe in our care. Policies and procedures are essential to help provide good quality provision that is compliant with the *Statutory Framework for the Early Years Foundation Stage* (EYFS). The EYFS requires providers to have written policies and procedures; and to provide staff with training at induction as well as on going, to ensure that they fully understand, and know how to implement, the policies and procedures in daily practice. These policies and procedures will be clearly explained to all parents and parents will have access to them at any time needed.

There are ten overarching Safeguarding and Welfare Requirements within the EYFS, some of which are broken down into further headings, as follows:

Child protection:

- Late or non collection policy
- Missing child policy
- Mobile phones and electronic device use policy
- Online safety policy
- Prevent and Radicalisation policy
- Safeguarding and child protection policy
- Whistle blowing policy

Suitable people:

- DBS information policy
- Disqualification policy
- Managing staff absences policy
- Safer recruitment policy
- Staff taking medication policy
- Student placement policy
- Volunteer policy

Staff qualifications, Training, Support and skills:

- Professional development policy
- First aid policy
- Induction policy

Key person:

- Key person policy
- Settling in policy
- Transition policy

Staff; child ratios:

- Staffing policy

Health:

- Accident and First aid policy
- Allergies and allergic reactions
- Dental hygiene
- Caring for babies and toddlers including our sleep and use of dummies policy
- Coronavirus policy, procedures and risk assessment
- Food hygiene policy
- Nutrition and food policy
- Infection control policy
- Nappy changing and toilet training policy
- Medication policy
- Sickness and exclusion policy
- Sun care policy

Managing behaviour:

- Promotion positive behaviour policy

Safety and suitability of premises:

- Children's safety and security in the nursery
- Fire safety and emergency evacuation procedure
- Health and safety policy
- No smoking policy
- Risk assessment policy
- Outing policy
- Visitors policy

Equal opportunities:

- Equal opportunities and inclusion policy
- Special educational needs policy

Please do read through our nursery policies and procedures also feel free to discuss anything with your key person or the Manager.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2022

Child protection

Late Collection and Non-collection Policy

At Twinkle Toes Day Nursery we expect all parents to follow the agreed plan for collecting their child from nursery (please refer back to contract). We give parents information about the procedures to follow if they expect to be late.

These include:

- Calling the nursery to let them know if they are late during collection
- Ask a designated adult to collect their child where possible
- Agree a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent/carer or designated adult
- Give a brief description of the adult collecting if nursery is unaware of them or send a photo via whatsapp/email

If the child has not been collected from the nursery after a certain time (30 minutes) the following procedure will take place:

- The nursery manager will be informed that the child has not been collected
- The manager will check for further information on the parents e.g. work timings, patterns etc. if there is not information recorded the manager will contact parents and emergency contacts given to the nursery during registration
- The staff manager/staff member will stay back with the child to comfort and reassure them.
- All calls made to parents/carers/ emergency contacts will be recorded on incident form
- If no contact is made within 30 minutes of nursery session finishing, manager will contact the local authority children's social services emergency duty team
- Ofsted will be informed as soon as possible
- Two staff members will remain in the building until suitable arrangements have been made for the collection of the child
- The child's welfare needs will be met at all times and to minimise distress, staff will distract, comfort and reassure child during the process
- A late fee payment will be charged to parents (£5 for every 15 minutes)

Important contact numbers:

Ofsted: 0300 123 1231

MASH: 0203 373 4600

LADO: 0203 373 1462

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Missing Child Policy and Procedure

Twinkle Toes Day Nursery, takes the safety of children very seriously and will ensure that the children in their care do not leave a session unaccompanied. The chances of finding a missing child safe are greatest if the child's absence is soon discovered. Staff will undertake continuous head counts using the key person system in addition to the registration procedure. We will ensure correct ratios of children are allocated per staff. If, in the event of a member of staff not being able to account for a child's whereabouts, the following action will be taken:

Procedure for a child going missing from the nursery or leaving the nursery unaccompanied:

The nursery is responsible for the missing child and all the other children in the setting. We will:

- Contact the nursery manager as soon as it has been realised that a child has gone missing.
- Key worker will inform the police and parents.
- Public and staff (at the place) will be alerted, in case someone noticed the child and may know the whereabouts.
- The remaining children will be gathered together and supervised by one or two adults whilst the remaining search for the child around the nursery.
- Ensure all adults are aware of the situation.
- All children will be checked against the register to insure no other child has also gone missing.
- The nursery doors will be checked to see if there has been a breach of security whereby a child could wander out.

We will ensure that:

- We make regular checks to ensure that if an incident of this sort does happen, we have all the necessary phone numbers at hand-correct, up to date and kept together.
- If the police are contacted, then the local authorities and Ofsted will be informed.
- Ofsted will be kept up to date with any investigation.
- The nursery manager will carry out a full investigation, taking statements from all staff and volunteers who were present.
- The manager will continue to liaise with parents, keeping them up to date with the investigation and cooperate as needed.
- Each member of staff that was present will write a detailed report, highlighting, time of incidence, date of incident, where the child went missing from, which staff/children were on the premises and the name of the staff member who was designated as responsible for the missing child.
- When the child was last seen on the premises/or on the outing
- What was taking place on the premises/outdoors
- The report will be counter signed by the senior member of staff; date and time will be added.
- A conclusion will be drawn as to how the breach of security happened.
- We will cooperate with families and police fully. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are contacted.
- The insurance provider will be informed. We will insure any staff involved/being investigated is fairly treated, but receive support while feeling vulnerable.
- In accordance with the severity of the final outcome, our staff may need counselling and support. Manager(s) will decide accordingly what action to take.
- Our staff must not discuss any missing child incident with the press or news without taking advice.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Use of mobile phones and electronic devices

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smart watches. More and more devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all devices we deem required to safeguard children.

- I will not allow cameras, mobile phones or any other electronic device to be used in my setting in order to take images of the children in my care other than by a member of staff.
- Staff Phones will be locked up in their lockers (located in the staff room) and will only be allowed to access during their break/lunch.
- Personal mobile phones will only be allowed outside of the nursery or in the staff room, where no children are present.
- An Ipad will be used to take pictures of children, to use solely for observation purposes.
- You will be asked to sign a permission form for me to take photos/videos of your children. These will be used to observe and monitor your child's individual development and to share with you.
- These photos will be deleted from my camera/phone once printed, or, if needed for any reason will be stored on a password protected external hard disk that will be kept in a secure environment.
- These images will never be posted on to any social media sites, unless a consent form has been signed from parents/carers.
- I have undertaken E-Safety training as an active participant of Children's Centre led continued professional development.
- I have registered with the Information Commissioner's Office (ICO), and pay an annual membership fee.
- Nursery mobile phones will be provided to staff when they are on an outing with the children, in case they need to make contact with the nursery and for any emergencies.
- Whilst we recognise that there may be emergency situations, which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child's day. Parents and visitors are requested not to use their mobile phones whilst on the premises. If you are found to be using your phone inside the nursery premises you will be asked to finish the call or take the call outside.

Reporting concerns of misuse

If anyone suspects the misuse of mobile phones or disregard for any of the policy they should follow the safeguarding procedure set out in the child protection policy. In the case an allegation or a

suspicion is raised, the manager reserves the right to check staff's personal mobile phone in order to check content. If a member of the public tries to take photos or recording of the children, staff will ask them to stop and to remove photos taken from the device, even if the child knows them.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Online Safety

The growth of Internet use brings advantages and disadvantages. Here, at Twinkle Toes Day Nursery, we are aware of the dangers this may bring and strive to support children, staff and families in using the Internet safely. Keeping Children Safe in Education states *"The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:*

1. *Content: being exposed to illegal, inappropriate or harmful material*
2. *Contact: being subjected to harmful online interaction with other users*
3. *Conduct: personal online behaviour that increases the likelihood of, or causes, harm*

Our Designated Safeguarding person is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to **Sumaya Ahmed (Nursery Manager)**.

Within the nursery we aim to keep children (and staff) safe online by:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly.
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops and any mobile devices.
- Keeping passwords safe and secure.
- Ensure management monitor all Internet activities in the setting.
- Locking away all nursery devices at the end of the day.
- No social media or messaging apps can be installed on nursery devices due to the security measures in place.
- Management reviewing all apps or games downloaded to tablets to ensure all are age appropriate for children and safeguard the children and staff.
- Using approved devices to record/photograph in the setting.
- Never emailing personal or financial information.
- Reporting emails with inappropriate content to the Internet watch foundation (IWF www.iwf.org.uk).
- Ensuring children are supervised when using Internet devices.
- Not permitting staff or visitors access to the nursery Wi-Fi.
- Integrating online safety into nursery daily practice by discussing computer usage 'rules' deciding together what is safe and what is not safe to do online.
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not, comparing people in real life situations to online 'friends'.
- Provide training for staff regularly about the importance of online safety and understanding how to keep children safe online.
- Ensuring staffs only use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated Computers, the children's computers are located in an area clearly visible to staff.

- Children do not have access to the Internet and never have unsupervised access.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way prior to using the Internet.
- Children aren't allowed access to social networking sites.
- Staff reports any suspicious or offensive material, including material that may incite racism, bullying or discrimination to the manager.
- The designated person ensures staffs have access to age-appropriate resources to enable them to assist children to use the Internet safely.
- If staff becomes aware that a child is the victim of cyber-bullying, they discuss the manager

The Designated Safeguarding Person will make sure that:

- All staff knows how to report a problem and when to escalate a concern, including the process for external referral if they feel it is needed.
- All concerns are logged, assessed and actioned upon using the Nursery's Safeguarding procedure.
- Parents are offered support to help them talk about online safety with their children using appropriate resources.
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 20

Prevent Duty and Radicalisation Policy

Extremism - the Prevent Duty

Working Together to Safeguard Children (2018) defines extremism. It states *Extremism goes beyond terrorism and includes people who target the vulnerable - including the young - by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.*

Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support). This may be a cause for concern relating to a change in behaviour of a child, family member or adult working with the children in the setting, comments causing concern or actions that lead staff to be worried about the safety of a child in their care. Alongside this we will be alert to any early signs in the children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.

The NSPCC states that signs of radicalisation may be:

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- Unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use

We will tackle radicalisation by:

- Training all staff to understand what the Prevent Duty and radicalisation mean.
- Ensuring staff understands how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures.
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate.
- Ensure our nursery is an inclusive environment, tackle inequalities and negative points of view and teach children about tolerance through British Values.
- Using the Government document Prevent Duty Guidance for England and Wales.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Safeguarding and child protection policy

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health and development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Safeguarding Vulnerable Groups Act 2006
- Taking action to enable all children to have the best outcomes

(HM Government document 'Working together to safeguard children 2018)

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Safeguarding is more about child protection. Safeguarding is much wider than child protection. It includes everything an organisation can do to keep children and young people safe, including minimising the risk of harm and accidents and taking action to tackle safety concerns. The purpose of this Safeguarding Policy is to set a clear protocol of action and a framework for our responsibilities and legal duties in relation to each child's welfare. The hope is to ensure a reliable and effective response in the event of any concern for a child's welfare, and to support each child and each family.

We aim to put children's needs first at all times. We hope to encourage children to be confident and assertive. We aim to develop a trusting and respectful relationship with the children in our care, so that they know they will be listened to and believed. This Policy complies with all relevant legislation and other guidance or advice from the Multi-Agency Safeguarding Partners.

This policy works alongside these other specific policies to cover all aspects of child protection:

- Online safety
- Human Trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Violence, Honour Based Violence (HBV) and Forced Marriages
- Looked After Children
- Monitoring staff behaviour
- Social networking
- Mobile phone and electronic device use
- Safe recruitment of staff
- Disciplinary
- Grievance
- Promoting positive behaviour

At Twinkle Toes Day Nursery, the named personnel with designated responsibility for safeguarding and allegations against staff are:

- **Sumaya Ahmed (Manager and DSL)**

At Twinkle Toes Day Nursery, staff will:

- Complete safeguarding training that enables them to recognise signs of potential abuse and neglect; and will have a practitioner who is designated to take lead responsibility for safeguarding children within each early years nursery and who will liaise with local statutory children's services agencies as appropriate. This lead will also complete child protection training.
- Through their day-to-day contact with children and direct work with families, staffs at our nursery have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services.

Designated Safeguarding Person	Deputy Designated Safeguarding Person	Safeguarding Owner / Committee Chair
Sumaya Ahmed		

Who the policy applies to:

This policy applies to all practitioners, volunteers, helpers and students who are working at Twinkle toes Day Nursery.

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image.
- Provide positive role models and develop a safe culture where staffs are confident to raise concerns about professional conduct.

- Support staff to notice the softer signs of abuse and know what action to take.
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development.
- Provide a safe and secure environment for all children.
- Promote tolerance and acceptance of different beliefs, cultures and communities.
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling.
- Always listen to children.
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need.
- Share information with other agencies as appropriate.

Staff at the nursery is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, family support, and health professionals including health visitors or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The nursery aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develops and builds children's well being, confidence and resilience.
- We will support children to develop awareness of how to keep themselves safe, healthy and have positive relationships.
- We will ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are able to identify signs of abuse (including the 'softer signs').
- All staff will demonstrate understanding of what is meant by child protection and will be aware of different ways in which children can be harmed, including by other children (peer on peer abuse) through bullying or discriminating behaviour.
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and vulnerabilities in families; including the impact of toxic trio on children and Adverse Childhood Experiences (ACE's).
- Ensure that all staff feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and share information, and seek the help that the child may need at the earliest opportunity.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by Newham Council.
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest.

- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times and maintaining safeguards around the use of technology by staff, parents and visitors in the nursery.
- Ensure that children are never placed at risk while in the charge of nursery staff.
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy.
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities including the local authority.
- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur.
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by Newham Council.
- We will support children by offering reassurance, comfort and sensitive interactions.
- We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe.

Local External Contacts

Child Line	0800 1111
Newham Local authority Designated Officers (LADO)	020 3373 4600 (9:00am-5: 15pm)
	020 8430 2000 (any other time)
NCPCC	0800 800 5000
Multi- Agency safeguarding hub (MASH)	020 3373 4600

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Whistle blowing policy

At Twinkle Toes Day Nursery, we expect all our colleagues, both internal and external, to be professional at all times and hold the highest possible standards of the welfare and safety of every child as their paramount objective. In line with that commitment we encourage parents, employees and others with any serious concerns about any aspect of the settings operations to come forward and voice those concerns. Obviously in certain cases we may have to proceed on a confidential basis. Any employee of the setting can follow this policy without any fears of reprisals. This Whistle Blowing Policy is in place to encourage and enable employees to raise serious concerns within the setting other than overlooking a problem or blowing the whistle outside. All Twinkle Toes Day Nursery, staff have an individual responsibility and right to raise matters of concern regarding poor or insufficient practice at work. The staff's priority is well-being and safety of all children attending the setting. This takes priority over any loyalty towards work colleagues.

This policy is intended to:

- Enable and encourage individuals to raise genuine and legitimate concerns.
- To support staff to take an active role in the elimination of poor or insufficient practices.
- Investigate any concerns raised appropriately and confidentially.
- Ensure protection to those making the complaint against any form of retaliation or victimisation.

We recognise that there may be occasions where this may not happen and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk. We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you 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. EYFS, Equalities Act 2010).
- That a failure of justice 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, has been, is being, or is likely to be deliberately concealed.

Disclosure procedure:

- If this information relates to child protection/safeguarding then the nursery *child protection/*safeguarding children policy should be followed, with particular reference to the staff and volunteering section
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to the deputy manager
- Employees 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, employees should speak in confidence to the *nursery manager/*owner
- 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 employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations 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 management employee who inappropriately deals with a whistleblowing 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. We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed.

Confidentiality:

The manager will respect and protect a person's identity when a concern is raised, however in certain circumstances identities will have to be revealed to the person complained against and the complainant may be asked to provide written evidence in support of the complaint. If a person's identity is to be disclosed, he or she will be informed before the disclosure and given the reasons why this was necessary. Once a concern has been raised the Management committee will expect the complainant not to discuss the complaint. The complainant should not talk about it with any person, inside or outside the setting.

Procedures:

Any concerns should be brought to the attention of the supervisor. However, this may not always be appropriate. If this is the case concerns should be expressed to the nursery manager. Concerns should be communicated straight away, verbally and then be written down as soon as possible. If you can, include any background and history that would be names, dates, times and places wherever possible. State the reason for your concerns. Express your concerns early, as it is easier to take action. If you do not wish to put your concerns in writing, the person to whom you are making the complaint will make a written record of the interview and you will be asked to sign to confirm accuracy of the notes. You will be required to demonstrate that there are sufficient grounds for your concerns. Although you will not be expected to prove the truth about your allegations.

Untrue Allegations:

If an allegation is made in good faith but it is not confirmed by the investigation, no action will be taken against the complainant. However if an allegation is proved to be malicious and/or completely unfounded, action may be taken against the person responsible.

You must not under any circumstances:

- Investigate the matter yourself.
- Tell those you suspect to be involved.
- Accuse or approach individuals.
- Tell anyone other than the designated person.

Within one week of the receipt of your concern, you will receive a written acknowledgement of your concern, also a copy of the statement you had written. The nursery manager will investigate your concerns and within 2 weeks you will be informed of what action is being taken. You will be kept up to date on the progress of the investigation. Finally you will be informed of the outcome of the investigation. If

you are not happy with the outcome of the investigation you may elevate your concerns directly to Ofsted either via: Ofsted's whistle blowing dedicated hotline (0300 1233155) was launched in April 2009. It is staffed from 8am to 6pm, Monday to Friday. Or Whistle blowing disclosures can also be submitted to Ofsted: by email to the Ofsted whistle blowing team (whistleblowing@ofsted.gov.uk) or by post to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1-2WD.

Checklist for allegation management concerns

Action	<u>Date/initials</u>	<u>Any notes?</u>
Complaint/allegation received		
In writing		
By word of mouth		
Via a member of staff (whistleblowing)		
Other		
Confirm if it was an allegation		
Child or adult in immediate danger- police called?		
Nursery's management of allegation procedure followed		
Record on 'record of allegation of abuse at nursery' form		
Records stored securely		
Do not investigate at this stage		
Inform/seek support from DSP		
Contact LADO		
Risk assess- suspension		
Speak to named member of staff about allegations		
Suspend member of staff and record reasons for decision		
Letter to confirm suspension		
Complaints file completed		
Cover organised for staff absence		
Speak to insurance company		
Meet with parents/staff involved in making the allegation		
Speak to remaining staff about member being off for a while		
Explain they should not get involved in discussing any issues relating to the setting (including social media)		
Contact Ofsted within 14 days		
Follow LADO advice		
Preparing for position of trust meeting		
• Time sheets		
• Registers		

• Training records		
• Induction, supervision, appraisal notes		
• Child's observation		
Follow outcomes		
Arrange additional supervision for staff		
Review nurseries procedures		
Seek advice from HR company		
Start disciplinary procedures		
Any training identified		
Training booked		

Record of Allegation of Abuse at Nursery Member of staff who is subject of allegation:

Name:

DOB:

Address:

Position:

Was the allegation made?

In writing verbally via a member of staff other Allegation made by:

Relationship to the child:

Name of Child:

Age and DOB:

Address of child:

Parents / Name (s) and addresses if different from above:

Date of Alleged incident (s):

Was alleged perpetrator present on the date of the incident (s)?

Did the child attend the nursery on this/these dates?

Nature of the Allegation

Other relevant information

Date and Time of LADO contact:

Date and time Ofsted informed further actions advised by LADO/Ofsted:

Name of Person completing this form:

Position Signature:

Today's Date:

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Suitable people:

DBS information policy

Twinkle Toes day Nursery has an effective system in place to ensure that practitioners who have regular contact with children are suitable to do so. The nursery will make informed recruitment decisions using evidence from references, interviews, qualifications and the DBS process to determine suitability. Disclosures should be handled in accordance with the DBS's Code of Practice and Explanatory Guidance. Ofsted has retained responsibility for checking the suitability for the registered provider (e.g. voluntary management committee/ private owner) and the responsible person (e.g. the Manager) The nursery will ensure all staff is on the update service, by which managers are able to access information on history of the staff at any time. It is an online process where they check the form for accuracy; forward it the form to the Government's DBS centre where police checks, convictions and other records are completed.

Secure Storage, Handling, Use, Retention & Disposal of Disclosures and Disclosure Information

As an organisation using the Disclosure service to help assess the suitability of applicants for positions of trust, Twinkle Toes Day Nursery complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and has a written policy on these matters, which is available to those who wish to see it on request.

Storage and access:

Information should be kept securely, in a lockable, non-portable, storage container with access strictly controlled and limited to those entitled to see it as part of their duties.

Handling:

In accordance with Section 124 of the Police Act 1997, Disclosure information is only passed to those who authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage:

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention:

Once a recruitment decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the DBS about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal:

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Disqualification policy

If as a nursery we became aware of relevant information, which may lead to the disqualification of an employee, the nursery will take appropriate action to ensure the safety of the children. In the event of the disqualification of an employee, the nursery will no longer continue to employ them. The nursery will inform Ofsted with the following information:

- Details of any order, determination, conviction, or other ground for disqualification from registration.
- The date of the order, determination or conviction, or the date when the other ground for disqualification began.
- The body or court which made the order, determination or conviction, and the sentence (if any) imposed.
- A certified copy of the relevant order (in relation to an order or conviction).

This information will be provided to Ofsted as soon as is reasonably practicable but within 14 days of the date the nursery became aware of the information.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Childcare Disqualification Declaration Form

This form is to be completed by all new staff when they commence employment (including regular volunteers and students) AND completed by all staff on an annual basis.

Name of Staff:

Please answer the questions and sign the declaration below to demonstrate that you are safe to work with children. If there are any aspects of the declaration that you are not able to meet, you should disclose this immediately to the nursery manager responsible for your recruitment.

Questions relating to you:

<u>Section 1</u>	
Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or found guilty of committing any offence since the date of your most recent enhanced DBS disclosure?	<u>YES/NO</u>
Have any orders or other determinations related to childcare been made in respect of you?	<u>YES/NO</u>
Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or found guilty of committing any offence either before or during your employment at Twinkle Toes Day Nursery?	<u>YES/NO</u>

Have any orders or other determinations related to childcare been made in respect of a child in your care?	<u>YES/NO</u>
Are there any other relevant orders, restrictions or prohibitions?	<u>YES/NO</u>
Have you been refused registration or had registration cancelled in relation to childcare or a children's home or have you been disqualified from private fostering?	<u>YES/NO</u>
Are you barred from working with children (Disclosure and Barring, DBS)?	<u>YES/NO</u>
Section 2	
Have you been cautioned or convicted of; <ul style="list-style-type: none"> • Any offence against or involving a child? (A child is a person under the age of 18)? • Any violent* or sexual offence against an adult? • Any offence under the Sexual Offences Act? Any other relevant offence?	<u>YES/NO</u> <u>YES/NO</u> <u>YES/NO</u> <u>YES/NO</u>
If you have answered YES to any of the questions above you should provide details below in respect of yourself. You must notify the nursery manager of the details immediately	
Details of the order, restrictions, conviction, caution etc....	
The date of these?	
The relevant court(s) or body (ies)?	
Details of the order, restrictions, conviction, caution etc....	
The date of these?	
The relevant court(s) or body (ies)?	
You must also provide a copy of the relevant order, caution, conviction etc. in relation to cautions/convictions a DBS certificate may be provided.	
<ul style="list-style-type: none"> • I understand my responsibility to safeguard children and am aware that I must notify my manager of anything that may affect my suitability to care for children immediately. • I will ensure I notify my employer of any conviction, cautions, court orders, reprimands or warnings I may receive. • I give permission for you to contact any previous settings, local authority staff, the police, the DBS, or any medical professionals to share information about my suitability to care for children. 	
Signed: Date:	
To be completed by the Nursery Manager	

I have received the answers and no further action is required

Name Signature

Date

Or I have reviewed the answers provided and the following actions have been taken

Name Signature

Date

Managing staff absences policy

Twinkle Toes Day Nursery employees their staff on a range of different contracts allowing flexibility within our own staff team to cover for any staff absences. Our nursery manager organises staff annual leave so that ratios are not compromised by only allowing one member of staff off on holiday at any one time unless there are exceptional circumstances. Where the nursery staffs are unwell and take sick we will organise cover to ensure ratios are maintained by increasing one of our part-time staff's hours to cover for the sickness. Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment. Once we have exhausted all of the nursery's internal options for covering holidays and sickness, the nursery will call a supply agency.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Safer recruitment policy

Twinkle Toes Day Nursery is committed to providing a safe environment for the children in our care by encouraging an open and supportive culture that promotes the safety and wellbeing of everyone in the organisation where young children can feel secure and thrive.

We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.

We actively work towards providing a safer environment for children by:

- Ensuring that all children are protected from harm
- Everyone in the nursery is clear about roles, responsibilities and boundaries
- Ensuring that the welfare of the children in our care is the priority
- Offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection

All practitioners who are involved in the recruitment and selection process have an understanding of key legislation and guidance on employment. When recruiting practitioners will follow the following procedure:

- Prior to the advert being placed, the practitioners involved in the recruitment and selection process will devise or review:
 - A job description that outlines the key roles and responsibilities of the post
 - A person specification, which highlights the skills necessary, the abilities/competencies required, including those related to safeguarding, the level of experience required and the qualifications required for the job.

All posts will be publicly advertised through the nursery website, posters displayed on windows and registered employment companies. The advert will contain a brief description about the jobs roles and responsibilities and the qualifications required. A statement saying that a DBS check will be required for this job will be included in the advert. The nursery welcomes applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

An application pack will be sent out to potential employees including:

- A copy of the nursery prospectus outlining our nursery aims
- A Safeguarding statement outlining the nursery's commitment towards Safeguarding
- A job description outlining the key roles and responsibilities of the job
- A Person Specification
- A self-disclosure form
- An outline of the selection process- including the essential and desirable criteria laid out in the person spec, how the candidate's fulfilment will be tested and assessed during the selection process.
- An application form asking the applicant to provide: their current and former names, their date of birth and current address and their national insurance number, Any details of any disability or long term illness (physical or mental), Indicate their interests and any other voluntary activities in which they are involved, Declare past convictions or cases pending, A Statement of whether they have any criminal background, Any academic and/or vocational qualifications the applicant has obtained with details of awarding body and date of award, Details of any training undertaken recently, e.g. First Aid Training, Full employment history (including part-time and voluntary work, as well as full time employment) with start and end dates, explanations for periods not in employment and reasons for leaving employment and names, addresses and phone numbers of two referees, one of which should be the applicant's previous employer and who are not family members or friends. It will include a declaration that all of the information on the form is true, and that nothing relevant has been omitted.
- A reference pro-forma- referee will receive a copy of the job description and person spec along with the reference pro-forma

All applications for employment should be in writing and will be kept for 3 months following receipt:

Initial Short-listing

A minimum of two people will be involved in the short-listing process. They will endeavour to identify any gaps in the application forms and will only be short-list applicant if they have completed to standard application form and if they fulfil the job description and person specification. Applications submitted, as a CV will not be accepted. We will shortlist regardless of gender, racial origin, ethnic background,

disability, religion, or any other factor not relevant to the ability and sustainability of the individual to carry out the tasks required, or legal constraints imposed by the Children's Act 1989.

Self-Disclosure Form

Potential employees are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether Received before, or at any time during, their employment with us. The Self Disclosure forms will not be considered as part of the short-listing process and will not be opened unless the applicant has been shortlisted. In light of the information contained in the Self-Disclosure form, further questions will be asked in the interview to clarify any information needed.

Face to face interviews:

When all applications have been received a date will be set for interviews. An acknowledgment will be sent to all applicant's, informing them of an unsuccessful application or a date for interview. The Nursery Manager and another member of the management team will carry out interviews. Shortlisted applicants will receive an invitation to interview in writing, asking them to attend an interview on a specific time and day. They will be asked to bring with them documentary proof of their identity such as a passport or driving license, their original certificates of qualification and their current DBS check.

1st part of the Interview-

The first part of the interview will include a brief tour of the setting and a formal interview. At the interview a full explanation is given of what the job involves will be given and candidates are encouraged to ask any questions they may have. This will apply even if there is only one candidate. To ensure that the interview process is fair the same questions will be asked to each of the candidates regardless of them being an internal or external candidate and their answers recorded. Further questions may be asked to clarify answers to a question if needed. A brief observation will also be carried out. Candidates will be asked (beforehand) to plan and carry out a small activity with a group of children.

2nd part of the interview-

An informal discussion where the applicant can feedback about their time in the room and ask any questions they may have about the role. Unsuccessful candidates are given the opportunity to receive any feedback as to why they have not been successful.

References- Two references are required on the application form; these will be checked after interview but before appointment. A reference pro-forma form will be sent out along with a copy of the job description and the person specification.

Job offer- an offer of employment will be offered on the condition that all of the checks have been carried out and are returned satisfactorily. The successful candidate will be issued with an employment contract, which they should sign and a copy will be kept with their personnel records. They will also be asked to provide the nursery with original documents (e.g. birth certificates and passports) in which we can then apply for an enhanced DBS check, which includes a Protection of Children Act/list 99 check. The nursery will pay for the employee for your DBS check but you will be expected to subscribe to the DBS Update Service of which you will then be responsible for maintaining. If the successful employee is already subscribed to the DBS update service, we will carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.

Storage of Employees Information

Twinkle Toes Day Nursery will keep all applications along with information regarding the recruitment process for a period of three months. All records relating to the current employment of our staff

and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.

Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference, which will form part of their personnel file.
- Successful candidates will be asked to provide proof of their qualifications.
- The nursery reserves the right to take further advice in relation to a person's physical and emotional health. Health questionnaires may be provided.
- All staff must present an enhanced DBS check, which must be on the update service. Without this, they will not be allowed to commence work.
- There may be occasions when DBS check is not clear but the individual is still suitable to work with children. In this case, they will be treated on an individual case basis and the managers discretion taking into account:
 - The seriousness of the offence
 - Other information
 - Accuracy of the persons self-disclosure on the application form
 - Nature of the offence
 - Age of the individual at the time of the offence
 - The length of time that has elapsed since the offence or other information o relevance of the offence or information to working or being in regular contact with children.
- Managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check.
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so.
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a 'mentor/ buddy' who will introduce them to the way in which the nursery operates
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation procedures, equality policy and health and safety issues.
- The new member of staff will have regular meetings with the manager and their mentor during their induction period to discuss their progress.

On-going support and checks:

- All staff is responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the manager immediately
- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health

circumstances change. There are more details about how the nursery deals with any health problems in the absence management policy

- The nursery manager/owner will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved.

Please see the Disciplinary Policy for further details.

- Every member of staff will have two meetings a year with the manager: a formal appraisal and a more informal review. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months.
- The manager, deputy and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, on-going supervision, work-based observations and constructive feedback.
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

Staff taking medication policy

Smoking

Legislation now exists which makes it illegal to smoke in enclosed public spaces. Smoking is therefore strictly prohibited indoors at Twinkle Toes Nursery. Outside areas have been identified for those who wish to smoke during their lunch break. Whilst it is not a legal offence to smoke e-cigarettes in a public place, given some e-cigarettes do release a vapour or substance of some description, to ensure we maintain an enjoyable and comfortable working environment for all, the nursery prohibits the use of all smoking devices on company premises. Anyone wishing to smoke these items must do so off-site in their break.

Alcohol

Bringing alcohol or any unlawful drugs to the workplace, is strictly prohibited both during work time and during a period prior to work where the effects carry over to the workplace. If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and will be dealt with under the disciplinary procedure and may lead to your summary dismissal.

Illegal Drugs

The taking of or possession of illegal substances during working hours constitutes gross misconduct and will result in immediate dismissal.

Prescribed Medicines

Medicines should only be taken to nursery when essential; that is where it would be detrimental to a person's health if the medicine were not administered during the nursery 'day'. If any medication needs to be taken, it should be done so on scheduled breaks or away from the children. If a practitioner is prescribed a new medication, they should ask their doctor if this would in anyway affect their ability to care for children. If a practitioner suffers from any side effects from the medication that affects their ability to care for children, the nursery will ask the practitioners to seek medical advice. If it is necessary to take prescribed drugs during working hours, the nursery manager or senior member of staff should be informed upon arrival at work and the practitioner will complete a form detailing the medication.

Non- prescribed medicines

If it is necessary to have non-prescribed drugs on nursery site (such as headache tablets) you should take the responsibility for ensuring that they are out of the reach of children and kept with your personal belongings. Storage of medication Arrangement should be made for the safe storage out of the reach of children

Confidentiality

The nursery manager or senior member of staff will always treat medical information confidentially. The manager will agree with the practitioner, who else should have access to records and other information about them.

Record keeping

The nursery will keep written records of all medicines taken by staff in their confidential folders, which are located in the office.

Staff Fitness to Work & Staff Medication

- All nursery staff has a responsibility to work with children only where they are fit to do so.
- Staff must not work with children if they are infectious or too unwell to meet children's needs. This includes circumstances where medication taken by staff affects their ability to care for children, for example, where it makes a person drowsy.
- If staff members believe their condition, including any condition caused by taking medication, is affecting their ability to care for children they must inform their line manager immediately.
- The nursery manager / person's line manager/registered provider will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.
- Where staff may occasionally or regularly need medication, any such medication must be kept in the person's locker/separate locked container in the staff room. If the medication is required to be accessed in an emergency, such as an asthma inhaler, this should be easily accessible but safe from children, with it clearly labelled with a name.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Staff details and health declaration

Staff personal details:

First name:	Surname:
Date of birth:	

Home address:

Telephone numbers: Home:

Mobile:

Work:

Emergency contact:

Contact 1:

Name:

Relationship:

Home address:

Telephone numbers: Home:

Mobile:

Work:

Contact 2:

Name:

Relationship:

Home address:

Telephone numbers: Home:

Mobile:

Work:

Family doctor:

Doctor's name:

Surgery Address:

Telephone number:

Health declaration:

Are you up to date with the following immunisations?

- Tetanus (every 10 years)
- Hepatitis B
- COVID-19 vaccinated

YES/NO

YES/NO

YES/NO

Are you currently in good health?

YES/NO

Are you currently attending a doctor for any reason? Please give details

YES/NO

Does a doctor or hospital prescribe you taking any medication or having any other treatment regularly? If Yes, please give details on a separate sheet.

YES/NO

Have you now, or in the past, had any disease or complaint, other than normal childhood illnesses, colds or flu? Please give details

Have you ever had any medical conditions we should be aware of?

YES/NO

Please give details.

Are you currently, or have you previously, suffered from alcoholism or any other kind of substance misuse?

YES/NO

Any other information we should be aware of?

Declaration

- I declare that all the information I have provided with this Health Declaration is true to the best of my knowledge and belief, and that I have not withheld any relevant information.
- I understand my responsibility to safeguard children and am aware that I must notify my manager of anything that may affect my suitability.
- I am aware that if I am taking medication on a regular basis I must notify my manager, and must keep the medication in a safe place, out of reach of children.
- I will ensure I notify my manager if I experience any health concerns which could impact upon my ability to work with children

Staff taking long-term medication:

Condition:	Medication:	Dosage:	Times:
Side effects:			

On having the medication prescribed, I asked the doctor whether taking this medication would affect my ability to work with children.

Name:	Date:	Sign:	
Any notes:	Risk assessment required?	YES	NO

Condition:	Medication:	Dosage:	Times:
Side effects:			

On having the medication prescribed, I asked the doctor whether taking this medication would affect my ability to work with children.

Name:	Date:	Sign:	
Any notes	Risk assessment required?	YES	NO

Student placement policy

Twinkle Toes Day Nursery recognises that qualifications and training make an important contribution to the quality of care and education provided by early year's settings. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training. We also offer placements for school pupils on work experience. We aim to provide an environment in which students on placement will, under the guidance of a skilled staff team, experience examples of quality practice. The nursery has employers' liability insurance and public liability insurance, which covers both students and voluntary helpers. We expect all students to visit the nursery for an interview, followed by their student induction and nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student Handbook and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

- Students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the nursery.
- Students in our nursery to have a sufficient understanding and use of English to contribute to the well being of children in our care.
- Schools, colleges or universities placing students under the age of 17 years with our nursery to vouch for their good character.
- All students under the age of 17 years to be supervised at all times and do not allow them to have unsupervised access to children.
- Students will be supervised at all times by the member of staff assigned to them and will not be left alone with the children. They will only change nappies under supervision.
- Students undertaking qualification courses who are placed in our nursery are not counted in our staffing ratios.
- Students will be supported to understand nursery policies and procedures.
- We require students to keep to our confidentiality policy.
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities
- An accurate evaluation of ability and performance for both students and training providers will be provided and the nursery will support students who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parents will be informed when students are present in the nursery e.g. via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student

Name:	Date:	Sign:
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• All students on placement must adhere to the same codes of conduct as permanent staff including time-keeping and dress codes • All students are encouraged to contribute fully to the nursery routine and to spend some time in every area.

The nursery will provide the student with a copy of their student information booklet on their induction. We expect the student to read the booklet as this outlines the nursery's expectations of them as a

student. A meeting will be organised with the student to give them the opportunity to ask any questions they may have and sign to say they have read and understood the information provided.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Student information booklet

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Aims

This nursery recognises that qualifications and training make an important contribution to the quality of the care and education provided by nursery settings. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training. We aim to provide for students on placement with us experiences which contribute to the successful completion of their studies and which provides examples of quality practice in the early years care and education.

Induction

We co-operate with students and their tutors in order to help students to fulfil the requirements of their course of study. We communicate a positive message to our students about the value of qualifications and training. This will include giving our students the opportunity to be included in all staff meetings/training. The needs of the children are paramount. Students must be engaged in early years' training, which provides necessary background understanding of children's development and activities. Our student Induction is a process of familiarising a student with the daily operations of our nursery. This is an opportunity to give them the information that they need to start settling into the team and work effectively as soon as possible.

POLICIES AND PROCEDURES

We require all of our students to complete an induction within the nursery in order to familiarise themselves with the nursery's policies, procedures and practice. If the student doesn't already hold a current DBS check, the nursery will require the student to complete this along with some registration forms. We will present the student with a safeguarding summary, fire evacuation, behavioural

management, and dress code and ICT policy as part of the handbook. We also ask that they familiarise themselves with our policies and procedures, which can be found in the nursery reception or office. Students placed in our nursery will not be counted in our staff ratios, as we believe that they are there to observe and learn about what it means to work in a nursery environment. The nursery has an up to date employer's liability insurance and public liability insurance, which covers both trainees and voluntary helpers.

Behaviour Policy In order to achieve this:

- Twinkle Toes will have a named practitioner "Sumaya Ahmed" responsible for behavioural management within our nursery.
- All adults including students will try to provide a positive model for the children with regard to friendliness, care and courtesy and to offer strategies for handling any conflict.
- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed with the nursery and explained to all new comers, both children and adults.
- All adults in the nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Adults in the nursery will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Adult intervention

When children behave in unacceptable ways: -

- They will be given one-to-one adult support in seeing what was wrong and how to cope more appropriately. Where appropriate, this might be accomplished by a period of "calm time" with an adult.
- Children will not be isolated or be asked to leave the room by them.
- Physical punishment such as smacking or shaking, will neither be used nor threatened by any adult either students, staff, parents or volunteers.
- Techniques intended to single out and humiliate individual children such as the "naughty chair" will not be used. Including threatening corporal punishment.
- Physical restraint, such as holding, will be used only to prevent personal injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded and the parent informed the same day.
- In cases of serious misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout, or raise their voices in a threatening way.
- Adults in the nursery will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- The whole nursery, using objective observation records to establish an understanding of the cause, will tackle recurring problems.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.

Code of conduct:

Absence:

If you are going to be absent for any reason, then please contact the nursery on **020 3737 7556**. Please do not attend if you are unwell with sickness and diarrhoea or any other contagious disease. Please note, symptoms related to covid-19 will require you to isolate for a minimum of 5 days and two negative test results. Staff, volunteers and students Adults will conduct themselves in a professional manner in their relationships with children and their families, including not overstepping the boundaries into

personal contacts outside school, unless they already know the child in another capacity. The safety and welfare of the children in our setting is paramount.

- To arrive at the setting on time, comply by our dress code and participate in an induction process.
- To be familiar with our policies and procedures and ensure they are followed.
- To have looked over our allergies and care plan folder so you are aware of those children who you may need to be sensitive too.
- Ensure that you understand your job role and the current management ladder.
- Respect other colleagues and actively support them.
- Be polite and well mannered and have regard to all those who access the unit.
- Listen to others and speak clearly and ensure you have understood by your receptor.
- Fulfil your responsibilities and duties to the children at the best of your ability
- Have an open mind and a positive attitude to further training and CPD.
- Commitment to sharing information with parents and other settings.
- Encouragement of communicating expertise throughout the unit.
- Be attentive in health and safety matters including completing incident logs for those children who arrive with “markings”.
- Report all accidents to parents and gain their signature to show that they have fully understood.
- Please do not bring sweets or chocolate into the setting.
- Do not use your mobile phone in the setting yet the staff room is a zone where mobile phones can be used.

Types of affection permitted within the setting

- Students are permitted to hold and comfort a child by picking the child up (being aware of manual handling and health and safety) place the child on the adult’s hip and cuddle for initial comfort.
- Students are permitted to have child on their laps for comfort, security and reassurance however not when a practitioner has advised them that they need to let the child.
- During group story/circle session’s children who may need that extra thrive/contact are permitted to it with individual staff members.
- We shall always encourage children to sit independently. Having the children on staff laps will be monitored by observation.
- All students will be aware of their professional status and be mindful not to continually have the same child on their lap.
- Students will support the practitioners with the re-direct of children who continually need comfort and affection.
- Students will voice positive comments about our children’s emotional development.

Confidentially policy

At Twinkle Toes we pride ourselves on the professional relationship that we build with our families. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements: means of storing and sharing that information take place within the framework of the data protection act and the human rights act. Twinkle Toes ensures that staff is aware of their responsibility for confidentially through induction and supervision.

Confidentiality Procedures

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; 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 (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely -see our record keeping procedures and data protection policy.

Disciplinary and grievance policy

The aim of this policy is to illustrate how the nursery's disciplinary and grievance procedures are implemented within the setting and identify where and how the nursery aims to protect the children who attend, the employees, and the nursery itself from conflict and inappropriate. Minor disagreements are usually resolved at the regular staff management meeting, or informally through discussion.

Disciplinary procedure

A more serious situation arises when a dispute cannot be resolved informally, or when the management committee is dissatisfied with the conduct or activities of an employee. Disciplinary matters will then be dealt with using the following procedure. At every stage the employee will be given reasonable notice (at least five days) that a disciplinary hearing is due to take place in order to give her/him the opportunity to be accompanied by a colleague or union representative if she or he wishes. The employee will be advised of the nature and details of the complaint to allow her/him to prepare her/his case. The disciplinary panel will consist of the Chairperson of the nursery Committee along with two other nominated Committee members, who will ensure that confidentiality is maintained within the panel throughout the process.

Dress Code

Please wear casual but smart clothes, unless uniform is provided. No jeans are allowed. Students should dress appropriately to the environment. No facial jewellery. Footwear must be flat, comfortable and enclosed. Other things to consider are long nails. Most of these issues are common sense but please be aware that you will be working with young children and you do not want to be responsible for hurting them with jewellery, long nails or stand on their fingers with heavy or heeled shoes. Long hair will get in the way unless it is tied up and unfortunately head lice can be a problem when working children.

Emergency evacuation procedure

- Evacuate the building immediately, using your nearest exit.
- Close all the doors behind you. Routes of escape are:
- The main exit is via the front door of the nursery OR the back garden door, leading out to the alleyway, both leading out onto the pavement.
- DO NOT STOP TO COLLECT YOUR BELONGINGS
- DO NOT RE-ENTER THE BUILDING UNLESS INSTRUCTED THAT IT IS SAFE TO DO SO
- PLEASE DO NOT RUN

Evacuation

- A practitioner will collect the child register and staff's registers.
- If the landline has been used to call for help, the nursery manager will pick up mobile phone. (If the mobile phone has been used to call for help, the person using it must take it with them when evacuating the building).

Assembly Point

Once outside the nursery, cross over the road, outside the mini cab office, on the large bit of pavement furthest away from the road. Once gathered a register will be called.

Health and Safety Policy

The health and safety of our employees and placement students is of great importance to us. We aim to provide and maintain safe and healthy working conditions, equipment and systems of work for all of our employees and students. This will be achieved by providing them with the necessary information, training and instruction.

People responsible for Health and Safety

Health and Safety is everyone's responsibility. It is your own responsibility to take reasonable care of your own health and safety and that of others who may be affected by what you do or don't do. If you do see something that concerns, then please raise it with your supervisor or with one of the management team.

Hazards within the nursery

Slips, trips and falls

These can be prevented by:

- Wearing sensible shoes
- Tidying up regularly after yourselves and the children (particularly the toys that the children are playing with)

Manual Handling

Please avoid the need for manual handling if at all possible. If in doubt, ask for help and advice.

This hazard will apply to lifting and carrying babies and young children. If you are going to lift, then please remember to:

- Get a good grip
- Bend your knees
- Lift using your leg muscles
- Keep your back straight •

Avoid twisting your trunk or sudden movements

Hazardous substances and materials

Hazardous substances and materials include cleaning chemicals and medication. Cleaning materials are kept in a locked cupboard and should not be handled by students. Full COSHH lists are kept on all cleaning materials. Students will not be asked to administer medication to anyone.

Accident Procedures

All accidents must be reported and all injuries, no matter how small must be entered on to an accident form. Any accident should be reported to your supervisor or manager.

First Aid

Students will not carry out any first aid task. A qualified first aider who has undergone a training course in administering paediatric first aid at work will only carry out First Aid. Many of our staff is currently qualified. First Aid boxes are provided in all three playrooms, as well as the office.

Infection Control

Students can help to prevent the spread of infection by not attending nursery if they have been ill with a contagious illness such as sickness and diarrhoea and ensuring they thoroughly wash their hands on a regular basis.

Personal Protective Equipment

Students should not be asked to carry out any tasks involving the use of personal protective equipment. Gloves and aprons are provided for the staff by the nursery for certain tasks such as changing nappies.

Information, Communication and Technology Policy

The designated person for safeguarding is responsible for ensuring the policies are kept up to date and put into practice. Twinkle Toes have a responsibility to all our children that they can have access to all types of information and communication technology. Computers, Internet and cameras are an important resource for children to gain experiences of knowledge and understanding of the world. Staff will monitor our equipment so all children have equal access.

Internet acceptable use policy

- Many devices and emerging technology are equipped with Internet access. Assessing age appropriate websites should be enabled with encouraging children to be cautious.
- The nursery will register with data protection every year (ICO). This will ensure that we can store information covering all aspects of our setting. This will include documents, images and children's records and being able to send emails with this information attached.
- The nursery will ensure that we have our own computers that will be kept within Twinkle Toes office. This will also include any additional external hard drives.
- Staff passwords will be used at all times to gain access to these confidential files.
- Up to date security and virus protector will be purchased for all our computers connected to the Internet. This regularly checked and renewed yearly.
- A separate computer will be available for children's use only. This computer will be based in our pre-school rooms but will not hold any confidential information. A variety of educational CD-ROM programmes will be available to the children. Each CD-ROM will be purchased from a reputable company and be based on developing early year's education.
- All Communication methods between families of our setting will be clear and professional.
- Occasionally, computers may be used during nursery opening times for a DVD or to show a story or an event on the BBC C-beebies website. These times are completely supervised by a qualified member of staff and the children will not be permitted to access the Internet on their own to protect them from deliberate or unintentional misuse.

Social Networks:

- Twinkle Toes nursery does have a social network site on Facebook, Instagram and whatsapp in order to promote its business.
- As part of our Confidentiality policy staff members and volunteers of the nursery will only feedback information to parents/cares about their own child only through evidence recording apps, home/nursery books, verbally on the work telephone or face to face; not through social networks. This eliminates any possibility of parents using social networks to talk about other children that attend Twinkle Toes Nursery.
- Students, Staff and volunteers are informed that they must adhere to the confidentiality policy.
- Students, Employees and volunteers must not refer to any children, activities, families or staff linked to the nursery on their personal social network sites at home this avoids any misinterpretation.
- If staff have a personal social networking profile, details are not shared or 'friends' with children, families or parents in our care; this is asked to be avoided.
- Not to post online information that could bring the group disrepute.
- Not to request or respond to information from a child.
- Any abuse of this kind is reported to the nursery, Committee will be informed and this type of unacceptable behaviour can lead to instant dismissal if gross misconduct is reported.
- Staff will not use Twinkle Toes equipment to access social networks.

Mobile Phone and acceptable use Policy:

- In order to effectively manage and minimise the potential for misuse, Twinkle Toes will have dedicated Mobile Free Zone within the children's rooms, creative area and the toilets and a Mobile User Zone will be available to all staff, parents, students and volunteers in the nursery staff room or outside the nursery premises.
- Staff are aware that mobile phones are not used within the zone and will challenge any adult present of when they can use their mobile and where to do so.
- Mobile phones are not to be used in any situation that may cause embarrassment or discomfort to students, staff or visitors to the nursery.
- Mobile phones must be off and kept in the staff room (lockers), this will help to eliminate the potential risks and reduce the disturbance that a phone call can make.
- All staff as part of induction will be informed of this policy and given the nursery landline number for private phone calls. The office staff can transfer a private call to staff as and when necessary, in case of emergencies.
- Practitioners and managers must not use their personal mobile phone for contacting, children, parents and carers unless it is an emergency. In order to reduce stress related to work, personal mobiles can be used to contact other staff members out of working hours (to inform of illness/cover for work) generally these times are very early in the morning or on weekends when the nursery is closed.
- Staff or parents are not allowed to take photos/videos or use any other application during nursery sessions and other educational activities, such as outings unless the nursery has a special event should not use personal mobile phones.

During a special events parents and carers (staff are not permitted) are encouraged to film their child at these events, however are expected to support the nursery by following these steps:

- Images and videos should be used for their own or families personal use only!
- If images are shared online, access should be limited to immediate family only and not PUBLIC.
- The nursery accepts no responsibility for replacing lost, stolen or damaged mobile phones.

Work Mobile Phone:

- Twinkle Toes staff have access to an emergency mobile phone, which is kept, in the office. These phones are used as an essential part of an emergency toolkit when taking children on outings.
- The mobile phone will be protected from misuse by having a password on it.
- Twinkle Toes aim to keep these phones working order, charged and with credit.
- If the landline phone fails then our work mobile phone will be a natural choice for a back up.

Use of cameras and acceptable use:

- We aim to ensure safer and appropriate use of cameras and images through an agreed acceptable procedure.
- Images will be used in a manner that meets data protection requirements.
- Images will be fairly and lawfully processed.
- Processed for limited, specially stated purposes only.
- Used in a way that is adequate, relevant and not excessive.
- Accurate and up to date.
- Kept on file no longer than usual.
- Processed in line with individual legal rights.
- Kept securely.
- Personal photographic equipment must not be used within the setting.
 - Designated work related equipment will only be used to capture still and moving images.

- For the setting to have designated cameras they must either be purchased by the setting or given to the setting as part of a grant or gift.
- These cameras will be fitted with a suitable size memory card. The memory card will be the property of the setting.
- Transferring of images through USB sticks or memory cards will not be permitted.
- As part of each child's registration: Parental permission will be gained to take photos and videos of each child. This will also include permission to use these photos offsite for marketing on our website, in local newspapers, posters, welcome pack and within the wider building.
- Cameras will be available for staff to capture the children to support observation requirements for each child's learning journey and to share with parents, including photos on the Ipad to keep records of evidence of children's progress.
- The designated person for safeguarding (Sumaya Ahmed) should be responsible for memory sticks and storage devices.
- Images of children who have left the setting will no longer be kept on a storage device and will be withdrawn from any publication. Consent of images will lapse when a child leaves the early years setting.
- Images that may cause distress upset or embarrassment must not be used.
- Under no circumstances must images be taken of children part dressed or undressed.
- Ensure that a child's name or any other identifying text accompanies their photograph on a display particularly careful when the general public may view such images.

Safeguarding Policy

Twinkle Toes has a legal responsibility to make sure that the setting has an effective safeguarding policy and procedures in place and monitors that the setting complies with them. The nursery ensures that our policy is made available to parents and carers if requested. It is the responsibility of the manager to ensure that all staff and volunteers are properly checked to make sure they are safe to work with the children who attend our setting, that the setting has procedures for handling allegations of abuse made against members of staff (including the Nursery Manager) or volunteers and ensure the safe and appropriate use of cameras, mobile phones, technology and on line equipment within the setting. The nursery has an appointed Safeguarding Designated Person (Sumaya Ahmed) who has lead responsibility for dealing with all safeguarding issues in our setting. It is the responsibility of the Designated Person to ensure that all safeguarding issues raised in setting are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging the whole settings safeguarding training for all staff and volunteers who work with children and young people in our setting. The Designated person must ensure that the whole settings safeguarding training takes place at least every three years; which they can deliver within setting provided they are linked in to the support and quality assurance process offered by the Local Authority.

The Designated Person is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all child protection case conferences, reviews, core groups or meetings where it concerns a child at our setting and to contribute to multiagency discussions to safeguard and promote the child's welfare. The Designated Person is responsible for ensuring the acceptable, safe use and storage of all camera technology, images, and mobile phones through the implementation, monitoring and reviewing of the appropriate policies and procedures. This includes the E-safety Policy, which includes Camera & Image Policy, Mobile Phone Policy, and Acceptable Use Policy.

The Prevent Duty

The Prevent Duty is part of our wider safeguarding duties in keeping children safe from harm, and this new policy reinforces our existing duties by spreading understanding of the prevention of radicalisation. Here at Twinkle Toes Day Nursery, we take safeguarding very seriously, therefore to ensure that we

adhere to and achieve the Prevent Duty we will endeavour to provide training for practitioners in order to assess the risk of children being drawn into terrorism. We will work with Parents/Carers through our Key Person Approach to raise any concerns we may have. We will also look to the local children's safeguarding board for advice and support.

Promoting British Values

The best way to help children resist extremist views or challenge views such as creationism is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS. We endeavour to support our children through the EYFS by providing playful learning opportunities to help them develop positive diverse and communal identities, as well as their well-being, their empathy and emotional literacy, while continuing to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence; all of which fosters and secures, children's pro-social behaviours and responsible citizenship and real sense of belonging.

What is not acceptable?

- Actively promoting intolerance of other faiths, cultures and races.
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

What to do if you suspect that children are at the risk of radicalisation?

- Inform the DSL and Manager of the setting immediately (Sumaya Ahmed).
- Follow the setting normal Safeguarding Procedures including discussing with the nursery designated safeguarding person, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.
- The Safeguarding Lead can also contact the local police force or dial 999. They will then talk in confidence about the concerns and help to access support and advice.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Security Policy

Everyone who enters the setting rings the appropriate doorbell for entrance to the building. There are CCTV cameras in operation outdoors and indoors and monitors are in every playroom and office. Staff are able to communicate with outsiders via an intercom and will be asked to meet parents/visitors at the door, once they have been acknowledged. Students please ring the bell and wait patiently until a member of staff opens it. Once in the nursery, please sign in using the visitor book- this is for safety reasons and also if you lose your attendance sheets then you can check that you attended. Students aren't permitted to open the door to let parents or visitors into the nursery.

Other Information Key Tasks

Students will be working with young children at the nursery. Student activities on placement may include the following: playing with children, various games and activities, helping to prepare assist, and clear way

activities. Students will generally assist practitioners and work as part of a team. Students may be asked to supervise at lunch or break times but will never be left in charge of a group of children. Working Hours 9:00am-4:00pm. There is one 45 minutes lunch break.

Requirements

Students should have a genuine interest in working in an early years setting. Students should be punctual, polite, and friendly and be prepared to interact with both the children and staff. Students should note that the police might be called if there is an incident and that bags may be searched if the situation called for it. Students are expected to adhere to all of the nursery's policies and procedures.

Staff Room and Toilets

There is a nursery staff room on the top floor, which is provided for lunchtimes. Students are welcome to eat their lunch in here if they choose not to go off the premises. Personal possessions (including your mobile phone) must be left in the staff room. Adult toilets are located on the ground floor just past the nursery office, on the right.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Student Induction Sheet

Name:		Assigned mentor:		
Address:		Dates of placement:		
		From: To:		
Telephone number:				
Mobile number:				
Emergency contact name/relation:				
Emergency contact number:				
Context of placement:				
Placement organisers name:				
Placement organisers contact number:				
Please comment on the applicants:	Excellent	Good	Average	Below average, please comment below:
Trustworthiness				
Reliability				
Attendance				
Punctuality				
Honesty				
Flexibility				
Communication skills				
Team work				
Ability to work on own initiative				
Ability to take and follow instructions				
Interaction with children				
Professionalism				

Team work				
General comments:				
Mentor signature:			Date:	

Volunteer policy

At Twinkle Toes Day Nursery we recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

Status of volunteers

A volunteer is not an employee and will not have a contract of employment with the nursery. We will, however, insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be supervised at all times. They will be expected to sign in and out of the premises, so we have a record of attendance due to any emergencies.

Enhanced Disclosure and Barring Service (DBS) check

All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check. These checks will be conducted before any volunteer starts their time within the nursery and will also include two written references.

Training

Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including child protection, paediatric first aid (where applicable) and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team.

Policies and procedures

Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality

Volunteers should not disclose information about the nursery, staff, children and families as stated in the confidentiality policy and should follow the nursery confidentiality procedure at all times.

Voluntary support

The nursery will nominate a senior member of staff who will take the volunteer through their induction and support and advise them throughout their time in the nursery.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Staff qualifications, Training, Support and skills:

Professional development policy

At Twinkle Toes Day Nursery, our ethos is to *"help little toes step into a brighter future, by providing a rich and inclusive environment"*. To enable us to provide the best learning opportunities for our Twinkler's, we are involved in a continuous process of improvement and enrichment. The nursery is committed to fostering a positive climate for continuous learning. CPD is the means by which the nursery is able to motivate and develop its community. It does so at a variety of levels - individual, team, and whole

nursery and through wider networks with an emphasis on collaborative learning. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention. The CPD will be co-ordinated by the nursery manager with a clear job description. All those involved in the nursery community shall have an entitlement to equality of access to high-quality induction and continuing support and development. The central features of the CPD policy comprises effective auditing and identification of need and aspiration, ensuring appropriate match of provision to learning needs of the individual, reliable and explicit evaluation of the impact of provision, effective distribution of good and successful practice to ensure that such practice is embedded and reinforced. These will be linked to other existing whole nursery processes to include nursery self-evaluation, nursery improvement planning and performance management. The nursery's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise dealt with earlier, particularly across the key areas identified in the appropriate professional learning framework. The nursery will support professional recognition including accreditation of the CPD undertaken. The nursery will take into account the work life balance of its stakeholders when providing access to CPD. Leadership, Management and Identifying CPD needs.

The role of the CPD Leader

The CPD Leader will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions. The CPD Leader shall be responsible for identifying the nursery's CPD needs and those of the staff working in it. Such needs will be identified largely through existing mechanisms such as the development/improvement plan, performance management, self-evaluation, national and local priorities, and other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. The outcomes of the needs analysis will be a CPD plan that forms part of the Nursery Development/Improvement Plan.

Staff Records and Expectations

Every practitioner has a Continuous Personal and Professional Development (CPD) folder that is kept in the CPD file and photocopies of their qualifications and training are kept in the CPD folder where the individual practitioner can access it, when needed. Staff will be expected to attend regular staff meetings and keep themselves up-to-date of early years care and education policies. Good use is made of staff meetings to focus on topics that link to the development of the nursery. Inset training days are used to bring the whole staff team together and to focus on developmental issues. To ensure health and safety is maintained at all times, every practitioner has received training in Safeguarding Children, paediatric first aid and food hygiene.

Personal development reviews

Our induction will ensure that our new employees receive the best possible start to their career with us. To ensure that staff continues to thrive, it's vital that supervision and development procedures are in place. A regular supervision and an annual appraisal system can help employees to identify training needs, and recognised for their achievements and supported to gain further skills and experiences. Our supervision and appraisal process is a regular two-way communication that allows us to agree specific objectives. Practitioners are given time to discuss their concerns and recognise their own development goals which will help to improve morale, productivity and performance.

Managing performance

A structured supervision and appraisal system is used to create targets and goals for our employees. By developing personal action plans, we are able to ensure that staff understands their role within our nursery, and maintain their interest and motivation. If targets and goals are not met, the disciplinary procedure may be followed and a verbal warning will be issued. Career Progression Each practitioner will have their own needs and levels of motivation for working and progression, which may change,

depending on personal circumstances. By ensuring that regular supervisions and personal development reviews are carried out, we are best placed to act and plan for these changes.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Staff appraisal sample:

Professional and Personal Targets	1 st meeting- Targets Set Please discuss and record information on how targets will be achieved.	2 nd Review – Please discuss and record changes to targets or outcomes so far.	3 rd Review and outcomes
To develop deeper knowledge of the curriculum	Will give a development matters guidance for Pushpa. She will be assigned to online webinars/courses to develop deeper understanding. Employer will observe and support learning through practice.	Booked on development matters 2021 framework training. Additional training provided e.g. speech language, behaviour management.	All CPD complete- certificates in folder.
To actively lead circle time activities.	Staff will be given the opportunity to actively lead circle time sessions to develop confidence. She will use YouTube and books to practice	Staff has been observing other staff member during circle time. Staff has been learning rhymes using YouTube and has developed a bank of ideas to use during circle time/focused sessions. Behaviour management CPD has enabled he to gain a better understanding of how to	Staff now actively leads some circle time sessions.

	<p>new rhymes.</p> <p>Staff will plan ahead to what activities she may do with the children, according to their needs.</p>	<p>handle behaviours as young as one year olds.</p>	
<p>To develop behaviour management skills.</p>	<p>Staff will observe other adults in the setting to take ideas. She will complete online webinars/ courses related to dealing with types of behaviours. Staff will implement learning in the setting as and when needed. Adults will support and guide staff.</p>	<p>Staff has taken control over weekly planning, staff encourages other staff members to also broaden their ideas and think about children's interests and next steps. Staff applies her learning in her daily practice.</p>	<p>Staff is continuing to develop CPD in other areas- refer to certificates.</p>

First aid

According with the Health and Safety (First Aid) Regulations 1981, the nursery will provide adequate and appropriate equipment, facilities and personnel to enable first aid to be given to our children and employees if they are injured or become ill at work. The nursery will inform Ofsted and the local child protection agencies of any serious accidents or injury to, or serious illness of, or the death of, any child whilst in our care, and act on any advice given. As a minimum requirement, at least one of our practitioners will hold a current paediatric first aid certificate and will be on the premises at all times when the children are here. On all outings, there will be at least one person who holds a current paediatric first aid certificate. We will endeavour to exceed this requirement by having as many of our practitioners qualified in paediatric first aid.

The First Aid Kit

Suitably stocked first aid boxes are provided, the contents of which will be determined in the first aid training course, and are checked frequently and replaced as necessary. There are several first aid boxes located in all three playrooms, office and kitchen. The nursery's first aid kit is accessible at all time to adults and is kept out of reach of the children.

Information about who has completed first aid training is located on the staff notice board in the main passage (parent board display). Many of our practitioners are trained in 'Appointed person and paediatric first aid' having completed a 12-hour Ofsted approved First Aid course. This training is renewed every three years.

Our current first aiders are:

- Sumaya Ahmed
- Pushpa Jena
- Hasina Begum

Accidents and Incidents

Parents/carers sign a consent form at registration allowing a first aid trained member of staff to treat their child or take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital. In the case of minor injury or accidents, a qualified first aider gives first aid treatment. The nursery will keep a record of any accidents that occur and the first aid treatment given. We will inform parents of any accidents or injuries sustained by the child whilst in our care and the first aid that was given. The accident/incident and first aid log is completed as required with the date, time; details of the accident/incident, first aid treatment administered and signed by staff and a witness. Parents will be informed as soon as possible of the accident /incident and asked to sign the first aid log on the day the accident occurred.

In the event of minor injuries or accidents we will normally inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP. If an ambulance is called for children requiring emergency treatment, the nursery will contact parents immediately and inform them of what has happened and where their child has been taken.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Staff induction

As an employer, we have a 'duty of care' to our employees. This includes making sure that they are able to do the job both safely and competently. On A good induction policy will help our staff to:

- Establish them quickly in their job role, enabling them to understand their position within our nursery and working environment
- Become motivated to do well and fit into the nursery early on
- Understand any health and safety issues relating to their job- this will not only help to reduce accidents at work but also help us ensure that we are meeting our duty of care obligations under the health and safety legislation
- Understand their obligations to our children and families Induction checklist

A member of the senior management ensures that they are available to welcome the new practitioner and show them around the nursery, informing them in more detail of their role and responsibility in the nursery.

Personal documentation will be completed:

- Personal details
- Bank details
- P45
- NI number
- Cleared DBS disclosure.

A contract will be given detailing:

- Written terms and conditions of employment

- Written terms and conditions of employment
- Hours, breaks, method of payment
- Clocking on/rotas/ flexitime/reporting procedures
- Probationary period
- Period of notice
- Pension provider
- Sickness/holiday procedure

A new starter pack will be provided which includes:

- The latest Ofsted report
- Our newsletter
- Layout of the setting
- Health and safety arrangements
- Practitioners handbook-outlining policies and procedures relating to staff. A declaration form is included requiring the practitioners to sign that they have read and understood these policies include: disciplinary and grievance procedures, fire safety and emergency evacuation procedures, safeguarding, child protection, the nursery's equality policy and health and safety issues.
- A copy of all of the nursery's policies and procedures relating to children and families. Practitioners are required to read and sign a declaration that they have read and understood the policies and procedures and will comply with them. All policies and procedures must be followed whether the member of staff agrees with them or not.

A practical induction will also be given informing the new employee of any relevant information such as the fire procedures/exits and how to prevent the spread infection. There is an induction checklist and the senior manager makes sure that the new practitioner is taken through the process at his or her own pace.

Assigning a Mentor

An experienced practitioner will be assigned as a mentor to the new employee and is available as someone to approach for support in coming to terms with their new job, information and advice about how to perform in their new role and meet the standards expected of them. The mentor is uniquely placed to observe the new person's practice: to pick up and address any failure to behave in accordance with the organisation's agreed standards of behaviour, policies or procedures and any shortcomings in performance or knowledge, and to contribute to the overall assessment of the new member of staff at the end of their probationary period.

After a week, the senior manager will review the nursery's policies and procedures with the new employee and opportunity will be given for them to ask any questions they may have. The induction process will be used to reinforce and discuss the detail of the nursery's policies and procedures.

Dealing with concerns

A mentor will be in a position to quickly identify any issues to do with the new person's performance or practice. It is important that any such issues or concerns are discussed with the new person and addressed without delay, particularly where the concerns are about the person's behaviour in relation to children.

Policy reviewed by: Sumaya Ahmed (Manager)

Induction checklist

Personal information		
Name:		
Qualification:		
Contract and job description issued		
	Date:	Completed:
Induction book of policies and procedures emailed		
Practitioner handbook emailed		
Photo ID seen & recorded		
Right to work in the UK		
Staff suitability & health declaration forms		
Address confirmed		
DBS certificate number		
Update service number		
Certificates photocopied		
Qualification certificates		
First aid certificate		
Food handling certificate		
Safeguarding certificate		

Introduction	Date:	Completed:
Tour of the nursery		
Tour of the whole building		
Nursery management structure		

Introduction to the staff		
Nursery development plan		
Personal procedures		
Personal details/emergency contact, information including bank details		
Signing in and out of the building		
Working hours		
Name badge		
Dress code/jewellery/nails		
Staff room/lockers/bags		
Time off/holidays/sick pay/sickness procedures		
Reporting structure/open door/complaints		

[Key person induction](#)

<u>ROLE</u>	<u>Tick</u>
<i>Responsible for individual children Settling in</i>	
<i>Settling in:</i>	
• Settle children in with short sessions	
• May be asked to go through forms with parents- all about me form	
• Will converse with new parents when child is registered	
• Will converse with parents to complete baseline assessments but if parents do not then key worker to complete an early assessment review on the child	
• Build positive relationship with children	
• Communicate with parents, any concerns they have	
Observations: -monitor children's development:	
• Recording observations on app	
• Complete development matters 2021 training	
• Characteristics of effective learning	
• A minimum of two long observations per month	
• Minimum of three quick observations per month	
• Link observations to the Development Matters 2021	

• How to assess children and make judgements against EYFS	
• Ensure planning folder is completed for each of your key children with a range of opportunities supported and planned for	
• Record patterns, behaviours, concerns	
• Do termly cohort tracking- Emerging (EMS), Expected (EXS), Exceeding (GDS)	
• Cohort tracking – are the children following an expected pattern, if not why not, have we got plans in place, do we know why	
• Produce Progress Summaries Inc. Two Year Checks & Transition Summaries	
Communicate with parents their child's progress	
Make any referrals (see referral policy)	
Overall:	
• Liaise with parents/carers	
• Inform parents of activities the child has participated in	
• Fill out all about my day form and pass over to parents at the end of the day	
• Provide emotional assistance when required	
• Ensure needs are met, race, religion, language, family values	
• Manage Allergies and medical conditions	
• To work in conjunction with parents in a professional manner	

Staff suitability declaration:

This form is to be completed by all new staff when they commence employment (including regular volunteers and students)
AND completed by all staff on an annual basis.

Name of Staff

Name of Manager

Please answer the questions and sign the declaration below to demonstrate that you are safe to work with children. If there are any aspects of the declaration that you are not able to meet, you should disclose this immediately to the nursery manager responsible for your recruitment. Please circle yes or no against each bullet point:

Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or found guilty of committing any offence since the date of your most recent enhanced DBS disclosure?	
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Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or found guilty of committing any offence either before or during your employment at Small World Nursery?	
Are you 'Disqualified for Caring for Children': (to include) <ul style="list-style-type: none"> • Have you committed any offences against a child? • Have you committed any offences against an adult (e.g. rape, murder, indecent assault, actual bodily harm etc)? • Have you been barred from working with children (DBS)? • Are you living with someone who has been barred from working with children (DBS)? • Are you living in the same household as someone who has been disqualified from working with children under the Childcare Act 2006? • Have your own children been taken into care? • Have/are your own children the subject of a child protection order? 	
Has your name been placed on the DBS barring list?	
Do you have any medical conditions that could affect your ability to care for children?	
Are you taking any medication on a regular basis or any other substances?	
If you have answered YES to any of the questions, please provide further information below: 	
I understand my responsibility to safeguard children and am aware that I must notify my manager of anything that may affect my suitability. I will ensure I notify my employer of any conviction, cautions, court orders, reprimands or warnings I may receive. I am aware that if I am taking medication on a regular basis I must notify my manager, and must keep the medication in a safe place, out of reach of children. I will ensure I notify my manager if I experience any health concerns which could impact upon my ability to work with children. I give permission for you to contact any previous settings, local authority staff, the police, the DBS, or any medical professionals to share information about my suitability to care for children	
Signed: Date: Manager/Senior Signature: Date: Please record follow on action taken, where relevant: Signed: Date:	

Key person

Key person policy:

At Twinkle Toes Day Nursery, we believe that children settle best when they have a key person to relate to, who knows them and their parents/carers well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the nursery by providing secure relationships in which children thrive and parents/carers have confidence. Our nursery staff work hard to ensure that the nursery is a happy and dedicated place to attend or work in. At Twinkle Toes Day Nursery, we want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents/carers to have confidence in both their children's well-being and their role as active partners with our nursery.

We aim to make our nursery a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children. Each child is allocated to a key group, which has consistent practitioner's caring for it. The key person is allocated according to whom the child bonds with in their first days in the nursery. The key person will help the baby or

child to become familiar with the nursery and to feel confident and safe within it, they are able to develop a genuine bond with the child (and the child's parents). The key person will strive to meet the needs of each child in their care and can skilfully pick up clues and respond sensitively to their feelings, ideas and behaviour, talking to parents to make sure that the child is being cared for appropriately for each family. They ensure that they spend quality time with their key children, for example, singing songs and sharing meals together. The key person acts as a bridge between the setting and home and parents are made aware of the importance of the key-worker system. For example, by exchanging information regarding the child's needs, the key person is able to plan for children's personal needs.

This includes building on the foundations of learning that have been formed in the child's home. The key people is able to observe the child in different settings, assess their stage of development and alongside parents are able to plan for that child's next steps of learning. However, movement of children and practitioner's between groups in the course of the day may be encouraged within the organisation of the provision if that is planned to provide a richer experience for children.

The key person is responsible for:

- Providing an induction for the family either through home visits (see Home Visit Policy) and/or Stay and Play sessions in to help the child settle into our nursery.
- Offering unconditional regard for the child and being non-judgemental.
- Working with the parents to plan and deliver a personalised plan for the child's wellbeing, care and learning.
- Acting as the key contact for the parents.
- Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our nursery and at home.
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.

When children are move to a different room or setting, the key-person sensitively supports this transition by way of communicating with the new carers and preparing children for this emotional change. Trial visits into the new room or setting will be organised with the support of the key person until the child is confident with their new surroundings

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Settling in policy:

Twinkle Toes Nursery aims to work in partnership with parents/carers to settle the child into the group environment to ensure they feel safe, secure and comfortable with staff and their surroundings. We aim to give consideration to the individual needs of children and families and give confidence to parents, enabling them to feel comfortable that the needs of their child will be met.

Before a child starts to attend Twinkle Toes, we will use a variety of ways to engage with the children and their family by offering pre visits to our nursery. We will use this visit to provide his/her parents/carers with information about the Nursery such as the nursery prospectus and policies, activities available within the setting, information days and evenings and individual meetings with parents.

Procedure

- A key person will be allocated to your child on the basis of the sessions that you have enrolled your child for and we will invite them and their parents/carer for some stay and play sessions providing the parents/carers with the opportunity to complete any outstanding enrolment information including the child's 'Getting to Know you Booklet'.
- When a child attends their Stay and Play sessions, your key-person will explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting. We do have an expectation that the parent/carer will stay for part of the session and will then be asked to leave, giving the child an opportunity to build attachments with their key worker.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- Your child's key person will welcome you and look after the child and his/her parents at the child's first session and during the settling-in process.
- On their first session children will be introduced to the staff members, to other children and shown around the rooms in the setting.
- Parents will be encouraged to say goodbye to their child, if the child and parent feel comfortable with this, and explain that they will be coming back at the end of the session.

Practitioners are mindful to treat every child as an individual and reiterate to parents that every child is different and will, therefore settle at different rates. Some children will settle more readily than others, but that some children who appear to settle rapidly are not necessarily ready to be left. The nursery reserves the right not to accept a child into the nursery without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children, as we don't believe that they will be able to learn and gain the best from the nursery.

Regular discussion will take place with parents around their child's progress and how their child is settling in. These will be based on relationships with staff and peers, participation in activities, familiarity with routines and the whereabouts of resources and equipment. During this settling-in period, the practitioners are able to build up a picture of the child, using information that is gathered through communication with parents and observing the child. They are able to see what the child's interests are; their stage of development and how we can best support them through this particular time. Practitioners are aware of how to accommodate children's needs and the settling-in period is organised around children's home routines for example, the baby room parents are encouraged to fill in an individual care plan informing us of the time that their child has milk feeds and sleep times.

Parents are kept informed about how their child is settling and are given adequate notice if the settling in period is to be extended. Within the first six weeks of starting, the key person will use the information they have gathered from the parents, the completed 'Getting to Know you booklet' and their observations of the child to complete their Early Assessment Review. This will then be discussed with parents about their child will be supported in the nursery along with ideas about how they can support them at home.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Transition policy

At Twinkle Toes day Nursery, we recognise that young children manage changes in their lives on a daily basis; some of these are planned transitions and some are unplanned. We are sensitive to the impact of such changes to children and this policy sets out ways in which we support children going through these transitions.

When small changes are supported by responsive, knowledgeable adults, children will gradually discover that the world is a safe and predictable place. As strong and competent learners, this will stand them in good stead when faced with the challenge of experiencing the bigger changes that will inevitably come their way. Young children are faced with several transitional changes before they reach the age of 5. Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Children will respond in different ways, some with confidence, others with more apprehension, but so many adjustments are likely to have profound and long lasting effects if the importance of maintaining coherence and continuity is not well understood. Children's confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitive planning and preparation.

Staffs are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. Practitioners and especially the child's key person are sensitive to this and will work closely with families to meet each child's unique needs. Please see our Settling in Policy for more information.

Transition from home into 'Twinkle Toes Day Nursery'

We value the parent as the child's first educator and would ask that you work with the key person to complete the 'Getting to know you book', which helps us to complete our Early Assessment Review. We would like to invite parent's to supply photographs of their child and their family to display in the nursery or to make an 'All about me' book that will help your child to keep home in mind and show families that we value them in our nursery. After receiving your completed enrolment form, we will email/post relevant documents to which will enable you to support your child in preparing to start their new venture.

We value the parent as the child's first educator and would ask that you work with your child's allocated key person to complete the 'Getting to know you booklet' which will help us to complete our Early Assessment Review. We allocate a key person to each child before your child starts at nursery based on the sessions that you have chosen. The key person welcomes and looks after your child on their first session and throughout the settling in process. If the child displays a stronger attachment to another member of

staff then we will look to see if it is possible to transfer them to a new key person. Providing us with your child's 'Getting to know you book', completed, will help us to plan for your child's development around their interests, likes and dislikes.

A learning journey will be created for your child documenting their progress whilst at nursery (online). We welcome parent's input into your child's learning journey. Daily Transition Children are allocated key workers to help support the child whilst they are at nursery, however there are other practitioners that can care for your children throughout the week.

Transitional Objects:

We as a setting understand the importance of transitional objects, there can be an object that reminds or comforts them in times of separation. When a child leaves the main carer they can become upset and this object compensates this. Taking this object away can cause distress and upset for the child, so we do encourage and support transitional objects at the same time with providing security of a key person for them to feel comfortable within the setting so explore and become engaged in play.

Ideas to help children play but still feel comforted:

1. Children could bring special bags in to put their objects in.
2. They could have a box in the room where they could put their objects so they are still in sight.
3. Reduce the amount of transitional objects and have one 'special' one that is easily transported.

Transition within the setting

When children are ready to move to the next room, discussions with parents and the child will take place and the key person will plan visits. The existing key person and the child's new key person will both spend time with the child in the new learning environment. Photographs, observations, key information and child and parents views will be recorded in the child's learning journey. Learning journeys are passed on, along with the key person's professional notes and progress summaries.

- The new learning environment will be prepared to cater for individual interests and needs to provide security and continuity.
- Where possible, children are linked with more experienced children to show them what to do in the new environment.
- Visits to the previous room are encouraged if these help to bring closure and support the emotional needs of the child as they deal with change.
- Parents are encouraged to add information to their child's learning journey (online), which your child's key person subsequently responds to within the nursery.
- Transition forms are completed by the key person and passed on to the new key person.
- Parents are given a learning story about their child's new key person along with a new room booklet about the room they are moving to.
- We organise displays to help parents understand how young children learn and develop, which helps parents to enhance learning opportunities at home.

The senior management team show that they value smooth transitions by giving time for staff to support children and families and the staff are organised to enable key people to be available at handover times to talk to children and their parents. We continue to support children with additional needs. Professionals who support individual children, such as speech and language therapists are able to do so in the nursery where the child is more settled and confident. We continue to work with parents as equal partners with (Individual Education Plans, IEP's and SEND forms). We endeavour to share as much information as possible with other settings or carers, in the case when a child attends more than one setting. Parents are invited to be involved in this important process in order to achieve the best understanding of the child that we can.

Moving to another setting

Children from the nursery move on to many different settings and schools. If a child is to move to a new setting, the key person will spend time with the child and parent to plan how to support the change. Key information, photos/toys will be shared during transition visits. Parents and children are encouraged to share learning journeys with the key person in the new setting, so they can see a detailed picture of the child and take into account their interests, needs, learning style when planning the environment and the next steps for learning. A copy of your child's progress will be sent to the new setting in order for them to continue developing your child's interests along with any information regarding additional needs or safeguarding concerns.

Moving from nursery into school

Twinkle Toes aims to maintain good relationships, built on professional respect, with all of our local schools. Staff from the school is invited to visit your child within our nursery during the summer term prior to transition to make the key person in the receiving school aware of the likely emotional needs of the child. Learning Journeys are given to the child and parent/carer and recommended to share with their new teacher in school. All children have a 'Transition Summary' written by your child's key person, identifying any key information about your child with links to the Early Years Foundation Stage. This document also includes a section for the thoughts of the child and parents/carers and can be recorded at this time. A copy of this summary along with any additional information such as Information about a child's additional needs or Safeguarding Issues will be sent on to school. Practitioners also make use of professional forums such as the Early Years Foundation Stage Support Group and SENCO network to pass on professional notes and helpful key information. The nursery invites all parents and carers to a special graduation ceremony for children leaving the setting to start school. This celebrates the achievements of each unique child, bringing closure to time at nursery and support for families as they enter the new life stage.

Other early year's providers

Where children are attending other early year's settings or are cared for by a childminder we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated family's policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role-play, stories and discussions.

Bereavement

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required. If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to the nursery manager and the key person to enable this support to be put into place. The Transition Policy will be reviewed annually as part of our self-evaluation process

Staffing policy

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

Staff Organisation

The staffing arrangements at Twinkle Toes nursery are organised to ensure that they meet the needs of the children at all times. Staff will be placed according to their strengths and to provide the best possible care for the children. Parents will be notified when staff changes (including room changes) occur. Children are supervised at all times. In the absence of Sumaya Ahmed (nursery manager), -----is the named deputies will take charge of the nursery.

Staff: Child Ratios

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

Discovers Room (Under 1's) -1 adult: 3 children

Explorers (toddlers 2-3)- 1 adult: 4 children

Inventors (preschool 3-4)- 1 adult: 8 children

Our practitioners are:

Staffing Philosophy

- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- Minimums of two staff/adults are on duty at any one time; one of who is either our manager or deputy.
- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight or hearing of staff at all times.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Health**Accident and first aid policy**

At Twinkle toes Nursery we aim to protect children at all times. We recognise that accidents or incidents may sometimes occur. We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Procedures

- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses. They must record it on an Accident Form and report it to the nursery manager. Other staffs that have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered. Parents must be shown the Accident Report, informed of any first aid treatment given and asked to sign it on the same day, or as soon as reasonably practicable after.
- The nursery manager reviews the accident forms at monthly to look for any patterns, e.g. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns will be investigated by the nursery manager and all necessary steps to reduce risks are put in place
- The nursery manager will report serious accidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of

Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

- The Accident File will be kept for at least 21 years and three months
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident
- The nursery manager/registered provider will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed. Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Ofsted	0300 123 1231
Newham's multi-agency safeguarding hubs (MASH)	0203 373 4600
Newham's safeguarding (LADO)	0203 373 3803
Riddor report form	https://www.hse.gov.uk/riddor/report.htm

Children's Accidents

If a child arrives at nursery with a Pre-Nursery Injury then the staff will ask the parent to complete a 'Pre-Existing Injury Form'. A copy of this form will kept with the child's enrolment form. The nursery manager will monitor these pre-nursery injury forms on a regular basis-taking note of the repeated number

of accidents, who the child was with and how the person caring dealt with the injury for the child at the time.

Accidents whilst at nursery

It states on the nursery enrolment form that when a parent enrolls their child in our nursery and they have signed their enrolment form, they have given permission for their child to be treated for minor injuries by a nursery practitioner who is a qualified first aider.

If children injure themselves whilst at nursery their injury will be treated as appropriate to the injury. An accident form will then be completed for the injured child containing their full name, the date and time of the injury and where and when the accident took place and the first aid treatment they received. The parents on collection of their child then sign this form.

Practitioners are aware of the need to contact a member of the senior management team whenever an accident occurs; a decision is then made, depending on the child's injury, whether or not to notify the parents straight away or when they collect their child.

Head injuries

If a child has a head injury in the setting then we will follow the following procedure:

- Calm the child.
- Assess the child's condition to see if a hospital or ambulance is required. We will follow our procedure for this if it is required (see below).
- If the skin is not broken we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child.
- If the skin is broken then we will follow our first aid training and stem the bleeding.
- Call the parent and make them aware of the injury.
- Complete an accident form.
- For major head injuries, we will follow our first aid training.

If the child has suffered a head injury and it has been agreed with the parent that the child does not need to be sent home, the child will be monitored closely for any signs of concussion. A head injury form will be given to parents that state the symptoms to look out for in case the child's concussion develops whilst at home.

If a child needs to go to the hospital, a senior member of the management team will make every effort to contact the parents. If the parents cannot be contacted on any of the phone numbers provided, the senior management member will take the child to the hospital along with their enrolment forms for information whilst another nursery practitioner continues trying to contact the parents.

Transporting children to hospital procedure

The nursery manager/staff member must:

- Call for an ambulance immediately if the injury is severe. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff placement to care for the remaining children. This may mean temporarily grouping the children together

- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance.

Staff may also require additional support following the accident.

First aid

The first aid boxes are located in:

- Each of the children's rooms, office and kitchen.

These are accessible at all times with appropriate content for use with children. The appointed person responsible for first aid checks the contents of the boxes regularly. First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

Qualified First Aiders

The appointed person(s) responsible for first aid is Sumaya Ahmed (Nursery Manager) or in her absence Pushpa Jena (Deputy Manager).

All childcare staff is trained in paediatric first aid and this training is updated every three years, qualified first aiders are identified on a display board at the entrance of the building. When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who is trained in first aid. A first aid box is taken on all outings.

Personal protective equipment (PPE)

The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staffs are consulted when choosing PPE to ensure all allergies and individual needs are supported and this is evaluated on an on-going basis.

Dealing with blood

We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

Staff, Visitors and Volunteer Accidents

Our accident book: - is kept in a safe and secure place in the nursery office; - is accessible to all of our staff who all know how to complete it; and - is reviewed at least half termly to identify any potential or actual hazards.

Reporting accidents and incidents

The nursery will notify Ofsted as soon as possible, but at least within 14 days, of any instances, which involve:

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

Storage of Accident Forms

After the parent has signed the accident form, the forms will be placed in a central locked location and will be monitored on a regular basis (monthly) to identify any patterns in the accidents i.e. accidents happening in a similar way and in the same room, at the same time of day. If a pattern is noticed, then a risk assessment of that area will be taken, identifying the risk and possible areas for improvement to eliminate the risk entirely or prevent the frequency of them.

The nursery will ensure that all injuries to employees and children be recorded in an accident book and kept on the premises. The accident book will comply with data protection legislation Accident forms will be collated and analysed at the end of each month to ensure that there is nothing the nursery could do to prevent the accident. Once the accident has been analysed it will be filed in the child's individual folder, which will be kept for 21 years and three months.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Accident Record Form

Child's Name:	Date of Birth:	
Date and time of accident:		
Name of witnesses/adults present:	Place accident occurred:	
Description of how the accident occurred:	Record of any injury and action taken:	
Condition of child following the accident:		
Parent contacted?	Yes <input type="checkbox"/>	No <input type="checkbox"/> Time:
Parent's signature:		
Date:		
Staff signature:		
Date:		

Body Map



Front



Back

Your child suffered a slight head injury in the nursery today that DID NOT at the time requires any further action. Your child DID NOT become unconscious. However, all head injuries- no matter how slight- must be taken seriously and to this end we offer the following advice.

ACTIONS needed at home: Continue observation for concussion and warning signs of more significant head injury. A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in loss of consciousness. In some instances, signs & symptoms of a concussion may not become apparent until several hours or even days after the injury.

Be especially observant for the signs & symptoms listed below, noting things that worsen and behaviours that seem to represent a change in your child.

If you observe any of the symptoms listed below, you are strongly advised to call your doctor or take your child to walk in centre IMMEDIATELY, explaining he/she recently received a head injury.

Thinking/Remembering	Physical	Emotional/Mood	Sleep
<ul style="list-style-type: none"> -Difficulty thinking clearly -Feeling slowed down -Difficulty concentrating -Difficulty remembering new information 	<ul style="list-style-type: none"> -Headache -Fuzzy or blurry vision -Pupils unequal in size, dilated -Pupils un responsive to light -Sensitivity to noise or light -Double vision -Flushed face -Slow pulse -Noisy breathing -Nausea/Vomiting -Dizziness -Balance problems 	<ul style="list-style-type: none"> -Irritability -Sadness -More emotional than normal -Feeling nervous or anxious -Crying more 	<ul style="list-style-type: none"> -Unusual drowsiness -Sleeping more than usual -Sleeping less than usual -Trouble falling asleep
<ul style="list-style-type: none"> -Headaches that worsen -Seizures -Neck Pain -Loss of Coordination 	<ul style="list-style-type: none"> -Look very drowsy, can't be awakened -Repeated vomiting -Slurred speech 	<ul style="list-style-type: none"> -Can't recognise people/places -Increasing confusion -Weakness or numbness in arms or legs 	<ul style="list-style-type: none"> -Unusual behaviour change -Increasing irritability -Loss of consciousness -Abnormal body movements

Most minor head injuries do not develop complications and most children will receive many knocks and bumps without any problems occurring but the medical authorities strongly advise that you take the above action. If you have any questions or concerns about the signs/symptoms you are observing, contact 111 or go to the closest Walk In Centre for medical care. Otherwise, you can follow the instructions below.

It is OK to:	There is NO need to:
<ul style="list-style-type: none"> • Go to sleep. • Rest; periodic naps when fatigued/tired • Use ice pack on head & neck for comfort 	<ul style="list-style-type: none"> • Check eyes with flashlight • Wake up every hour, unless directed by medical staff • Test reflexes • Stay in bed • Drink extra fluids

Allergies & Allergic Reactions

At Twinkle Toes Day Nursery we are aware that children may have or develop an allergy resulting in an allergic reaction. Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

Our procedures

- Our staffs is made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis
- We ask parents to share all information about allergic reactions and allergies on their child's enrolment form and to inform staff of any allergies discovered after registration. This gives us the opportunity to develop an Individual Health Care Plan for a child.
- We share all information with all staff and keep an allergy register in the each of the room registers and in the kitchen.
- Where a child has a known allergy, the nursery manager will carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the nursery and shares this assessment with all staff
- All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts
- The manager, nursery cook and parents will work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu
- Seating will be monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies and the potential risks
- Each child has a placemat to encourage them where to sit. A child that has food allergies has a red placemat with the child's name, photo and detailed list of allergies on them.
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first-aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident book and on the allergy register
- If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.
- We will display our weekly menus on the Parent Information Board and will identify when the 14 allergens are used as ingredients in any of our dishes.

Transporting children to hospital procedures

The nursery manager/senior staff member must:

- Call for an ambulance immediately if the allergic reaction is severe.
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots

of cuddles and reassurance. Staff may also require additional support following the accident.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Individual Health Care Plan for a child

Name of setting:	Twinkle Toes Day Nursery
Child's name:	
NHS Number:	
Child's address	
Medical diagnosis or condition:	
Date of birth:	
Doctors name:	
Doctors Address:	
Doctors contact:	

Family contact information:

Family contact 1:		Family contact 2:	
Name:		Name:	
Phone number:(work)		Phone number:(work)	
Phone number: (home)		Phone number: (home)	
Phone number: (mobile)		Phone number: (mobile)	
Email address:		Email address:	

Describe medical needs and details of symptoms:

Daily care requirements:

Describe what constitutes an emergency for the child, and the action to take if this occurs:

Follow up care:

Who is responsible in an emergency:

Signed by parent:	Date:	Signed by manager:	Date:
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Caring for babies and toddlers including our sleep & use of dummies Policy

At Twinkle Toes Day Nursery we care for children under the age of two and ensure their health, safety and well-being through the following:

- Children under the age of two have a separate room and are cared for in small intimate groups. We ensure that younger children have opportunities to have contact with older children whilst at nursery through free flow time.
- At least half of the staff team caring for children under the age of two will have undertaken specific training for working with babies.
- Care is taken to ensure that babies and toddlers do not have access to activities containing small pieces, which may be swallowed or otherwise, injure the child.
- Daily risk assessments will be completed before the children access the area. This includes checking the stability of cots and areas around, low/highchairs and ensuring restraints on these, pushchairs and prams are intact and working
- All doors are fitted with viewing panels to ensure the safety of children

Feeding

- Babies are never left unattended during feeding time
- Food/milk is prepared for babies in the kitchen
- Bottles of formula milk are only made up as and when the child needs them. These should be cooled to body temperature, which means they should feel warm or cool, but not hot, and should be tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely
- Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they will not be washed in the dishwasher)
- Contents of bottles are disposed of after two hours
- Sterilisers are washed out and cleaned daily
- All low/highchairs used for feeding are fitted with restraints and these are used at all times. Children are never left unattended in high chairs. Restraints are removed and washed weekly or as needed

Dental Hygiene

'It's estimated that around one in every three adults in England have tooth decay and a survey of five year old children carried out in 2012 found that more than one in four had some degree of tooth decay.' NHS Choices

- I would like to support you in making sure your child/children grow up with strong/healthy teeth. The current advice from NHS Choices is that; children should brush (have their teeth brushed) with

a fluoride toothpaste twice a day; once just before bedtime and at one other time during the day. This should start as soon as their first tooth appears.

- For most children this will be able to happen in their own home with you.
- If you require me to help with this routine please talk to me about it.
- I will require you to supply me with a suitable toothbrush, either in a box or with a head cover, and toothpaste.
- To help prevent tooth decay I will only give your child water and milk to drink between meals and only give them diluted fruit juice with meals.
- From six months to 1 year I will give them a free flow beaker to drink from

(As recommended by NHS Choices) <http://www.nhs.uk/Livewell/dentalhealth/Pages/Careofkidsteeth.aspx>

Nappy Changing

- Babies and toddlers have their nappies changed according to their individual needs and requirements by their key person wherever possible
- Information will be shared between parents and the key person about nappy changing and toilet training in a way that suits the child
- Potties are washed and disinfected after every use. Changing mats are wiped with anti- bacterial cleanser before and after every nappy change

Please see our Intimate Care Policy for more information regarding Nappy Changing.

Sleeping

We aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

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, however 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/toddlers are never put down to sleep with a bottle to self-feed.
- Babies/toddlers are monitored visually when sleeping. Checks are recorded every 10 minutes and babies are never left in a separate sleep room without staff supervision at all times.
- 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 six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.

We provide a safe sleeping environment by:

- Monitoring the room temperature.
- 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. pods or sleeping mats).
- Only letting babies sleep in prams if they lie flat and we have parents' written permission.
- Keeping all spaces around sleeping areas clear from hanging objects i.e. hanging cords, blind cords, drawstring bags.

- Ensuring every baby/toddler is provided with clean bedding.
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest.
- Having a no smoking policy.

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. They will also not usually wake children from their sleep.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Use of Dummies

We recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans.
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine.
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children.
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored.
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy.
- Distract the child with other activities and ensure they are settled before leaving them to play.
- Offer other methods of comfort such as a toy, teddy or blanket.
- Explain to the child they can have their dummy when they go home or at sleep time.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Coronavirus policy:

This policy applies to all employees, parents, children, volunteers, students and anyone else working on behalf of the nursery. This policy also applies to all visitors and delivery drivers visiting the nursery.

Purpose of the policy:

- To protect all from coming into contact with the Coronavirus (COVID-19).
- To maintain the minimum level of staff to continue to provide the welfare needs of the children in our care.
- To prevent the spread of Coronavirus (COVID-19).

Information about the virus

Coronavirus is a type of virus. The incubation period of COVID-19 is between 2 and 14 days. This means that if a person remains well 14 days after contact with someone with confirmed coronavirus, it is unlikely that they have been infected.

The following symptoms may develop in the 14 days after exposure to someone who has COVID-19 infection:

- Continuous /persistent cough
- Difficulty in breathing
- Loss of taste and smell
- Fever
- Tiredness

When an individual develops coronavirus (COVID-19) symptoms or has a positive test:

Children, staff and other adults must not come into the nursery if:

- They have one or more coronavirus (COVID-19) symptom.
- A lateral flow test must be done and shown as evidence from staff and children.
- Child/staff must isolate for 5 days.
- Staff/child should be retested on day 5 and will be allowed back if a negative result has been shown.

In an emergency, we will call 999 if someone is seriously ill or injured or their life is at risk.

The setting has provided staff with complete PPE; they could wear if they wish to. Masks are not to be worn when staff is working with children but may wish to wear one when liaising with parents/visitors at the door. Children will be asked to wash their hands regularly throughout they day, as well as when they enter and leave the premises to avoid spread of the infection. All equipment will be disinfected and sterilised appropriately.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Food hygiene policy:

Twinkle Toes Day Nursery will provide and/or serve food for children on the following basis

- Snacks
- Meals
- Packed lunches

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

Twinkle Toes is registered as a food provider with the local authority Environmental Health Department.

Food Safety

It is the responsibility of the Nursery Cook to ensure that all food brought on to the nursery premises, complies with the Food Safety (1990) Act and that only reputable suppliers are used. A risk assessment must be completed to minimise any possible risk of food contamination.

The nursery premises must be registered for food preparation with the appropriate Local Authority.

In accordance with the Food Safety (Temperature Control) Regulations (1995) the Nursery Manager will be responsible for ensuring that adequate provision is made for storage of all food at all times.

The Manager must ensure that food handlers are trained in food hygiene matters as required by the Food Safety (General Food Hygiene) Regulations 1995. Training records are available for Environmental Health Inspections.

It is the responsibility of the Nursery Manager to ensure that the necessary equipment (including uniforms and Personal Protective Equipment) is available and used to enable good hygiene practice is followed at all times.

It is the Nursery Cook's responsibility to ensure that all premises and equipment used for the preparation, serving or storage of food shall be in an appropriate sanitary state.

All food handlers must be medically fit for the purpose of handling food.

At Twinkle Toes we will ensure:

- All of our kitchen staff follows the guidelines of Safer Food, Better Business.
- All our staff that are involved in the preparation and handling of food have received training in food hygiene.
- The cooks responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- We use reliable suppliers for the food we purchase.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before and after use.
- There are separate facilities for hand washing and for washing-up.
- All surfaces are clean.
- All utensils, crockery etc. are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
 - Children do not have unsupervised access to the kitchen.

When children take part in cooking activities, they:

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

How food is stored and served safely

Snacks are bought on a weekly basis and are stored in lines with the storage labels on the food. Food is delivered daily to the setting and is stored according to the guidance given by them (Zebedeas). Refrigerated food is stored at 8 c or below and hot food is kept at 63 c and is allowed time to cool down before being served to the children. The temperature is taken and recorded for hot food to ensure that it is cooked properly.

Reporting Food Poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable. Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our nursery, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.

The nursery manager will notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

Good Food Practices

1. Food handlers must ensure that they follow the code of personal hygiene required, e.g. wash hands, aprons worn and hair to be tied back.
2. Spills to be wiped up immediately and food picked up off the floor to avoid any hazards.
3. Food preparation to be carried out in one area and making up of babies food in another.
4. Temperatures of fridge / freezer to be checked every day and recorded.
5. Temperature of food to be checked. All food to be kept in a cupboard and older food to be used up first.
6. All food must be kept covered until it is served.
7. A trolley (or similar) should be used for transporting food down the corridor.
8. Washing up must be carried out immediately after meals.
9. Tables and chairs must be wiped with an anti-bacterial spray.
10. Floors must be brushed and mopped as soon as possible after meals.
11. Sink and draining board and surfaces must be wiped.
12. A bin bag must be used in the bin.
13. The bin must be emptied at the end of each day.
14. All dietary requirements of the children will be catered for, i.e. vegetarians, non-dairy etc.
15. Kitchen must meet environmental health office requirements.
16. Cleaning work surfaces with an anti-bacterial spray after each use instead of soapy water.
17. Aprons to be worn whilst preparing food.
18. Towels to be washed after use.

19. The kitchen door should be kept closed at all times.
20. Hazard analysis carried out and displayed in kitchen, in order for all control points to be followed by all staff.
21. The kitchen should be maintained by the cook and all other staff (who hold the Food handlers certificate) using the kitchen.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Nutrition and food policy

The nursery aims to implement the whole setting approach to healthy eating in order to improve the health of children, their families and staff. We will equip our children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle and develop to their full potential.

In our setting children will be provided with a range of opportunities to learn about food and make healthier food and drink choices.

The nursery does not have set times for snacks and fresh drinking water is available throughout the day for the children to help themselves. Children learn about the importance of eating five pieces of fruit and/or vegetables a day. They take part in cooking activities that are linked to the learning experiences given within the setting. Meals and snacks are seen as a fun opportunity to extend children's learning in a social situation. When planning for children's learning, meal and snack times are noted as an area to develop.

Equal Opportunities

We offer a balanced and nutritional menu over the day that takes into account all children's religious and medical needs.

Learning through Food

Within the daily routine of the nursery we offer: Breakfast, Snack, Lunch, Snack and Tea.

These meal times are interactive with children having a self-help breakfast bar, older children having a self-help snack bar, children helping to prepare snack and seeing the food in its original form or shopping for food for snack times.

Activities are offered regularly with the children such as food tasting, cooking, fruit kebab making and exploring textures of food through play. Encouragement to learn about growth and change of food through planting is explored with the children both indoors and out with planting and growing activities. As a nursery we value children's learning and development across all aspects of the curriculum and learning about food ignites interests and development within many areas such as Health and Self-care and physical development.

The setting feels that it is essential that good nutrition and learning opportunities around food is embedded in all aspects of food provision and learning over the day and there is consistency in approach across the whole day.

Food and Drink throughout the nursery

Food provided at Small World Nursery will be age appropriate and parent/carers will be informed about the food/drink their child has consumed through the completion of their daily diary.

Nursery manager will ensure food delivered daily is stored as told by the agency until time to serve.

On enrolment, the parents are given a Parents Information Book that has an example of a nursery menu. They are also available on our website, and are displayed outside each room and on the kitchen door.

Breakfast

Breakfast is an important meal that should provide 25% of a child's energy requirement and contributes significantly to their vitamin and mineral requirements.

The breakfast menu includes:

- A Selection of breakfast cereals- Rice Krispies, Cornflakes, Weetabix and Cheerios
- White or brown toast.

Morning and/or Afternoon Snacks

We understand that snacks can be an important part of the diet of young children and can contribute positively towards a balanced diet and the daily energy and nutrient needs. Small World Nursery discourages parents from providing sugary snacks; instead we provide a range of fruit, a starchy snack such as crackers and a protein rich food such as cheese spread.

We ensure the snacks we provide are healthy and nutritious by offering a wide range of fruits and vegetables including familiar fruits and vegetables such as: Apples, bananas, pears, oranges, cucumber,

grapes, carrots, peppers, tomatoes and melon. As well as introducing unfamiliar fruits such as: Papaya, kiwi, mango, apricot, cherries, pineapple and Guava.

Nursery Menus/Meals

All the meals are prepared by an external agency (<https://zebedees.co.uk/>). The menus are designed to be low in fat, salt and sugar and offer a variety of healthy meals. The menus are reviewed on a regular basis and have been approved by a dietician. Children have access to fresh fruit on a daily basis. All children will have food/drink provided suitable for their age/stage of eating. The introduction of a weaning menu ensures the babies under 12 months receive a balance diet that does not exceed daily allowances for inhibited foods such as salt and sugar.

As a nursery we encourage food provided by our catering team but understand there may be instances where food is brought from home. We will arrange this in consultation with all involved to ensure that it complements our food ethos.

Healthy options will be available and promoted at meal times. Children/parents/carers will be consulted about food choices where appropriate. Parent/carer(s) questionnaires are given out twice per year and these include a section that invites parents to comment on the food served at nursery including suggestions about food we could serve.

Packed Lunches

On enrolment, parents are given the opportunity to choose whether they would like their child to have a nursery dinner or a packed lunch. If parents choose for their child to have a packed lunch, they are provided with a leaflet about what sort of food their child's packed lunch should contain.

We encourage parents and carers to provide children with packed lunches that complement our healthy food ethos. We ask that, to achieve this, parents use the principles of the 'eat well plate'. This will ensure children having packed meals have a healthy balanced meal. We also direct parents to the "Change 4 Life" website that includes ideas for healthy packed lunches.

Where parents have chosen to provide a packed lunch instead of a cooked lunch, the nursery will:

- Ensure fresh contents of packed lunches are refrigerated or contain an ice pack to keep food cool;
- Inform parents of our policy on healthy eating;
- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts, such as yoghurts
- Discourage sweet drinks, we will provide children with water;
- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- Provide children bringing packed lunches with plates, cups and cutlery; and ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion.

Birthdays and Celebrations

Birthdays will be celebrated in ways that don't involve confectionery, cakes or biscuits, with the exception of a small birthday cake to take account of ethical, religious and medical dietary requirements of children and staff.

Ideas for culturally appropriate ways to celebrate cultural and religious occasions will be discussed with parents/carers

Allergies / Preferences

We are a nut free setting. We display notices to this effect and clearly state this in our packed lunch guidelines. This is to protect any child or adult who attends who may have a severe allergy to nuts.

In addition to this:

We obtain necessary information from parents in advance of a child being admitted to the provision, including: the child's special dietary requirements, preferences or food allergies.

Written parental permission will be requested at the time of the child's admission to the provision, regarding the seeking of any necessary emergency medical advice or treatment in the future.

All practitioners are fully aware of children who may have allergies, as every room has a copy of all the children with special dietary requirements in their room. Any special requirements are stated on the child's enrolment form that is filled in by the parents and we will work with the family to help provide the child with a healthy, balanced diet.

Training

We will regularly organise opportunities for staff to receive information on healthy eating, oral health, food safety and hygiene, Paediatric first aid training and health and safety.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Sickness and exclusion policy

Twinkle Toes Nursery aims to 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 trigger. To help keep children healthy and minimise infection, we do not expect children to attend nursery if they are unwell. If a child is unwell it is in their best interest to be in a home environment with adults they know well rather than at nursery with their peers.

What happens when a child becomes ill at nursery?

If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – a member of staff will call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.

If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts. The child's temperature is taken using an in the ear thermometer, kept in the first aid box in each room.

If the child's temperature does not go down and is worryingly high, then a member of staff may give them Calpol, after first obtaining verbal consent from the parent where possible. This is to reduce the risk of febrile convulsions, particularly for babies. Parents sign the medication record when they collect their

child.

If a child becomes seriously ill or injured during his/her attendance at the nursery, the nursery reserves the right to call for emergency assistance and, if necessary, remove him/her to hospital and give permission for emergency treatment to be administered. If we have to take your child to hospital as a result of an illness or accident, we will do our utmost to inform you immediately (using the details on your Enrolment Form). It is therefore vital that this information is kept up to date and that you inform us of any changes to these details as soon as possible.

Parents are asked to take their child to the doctor before returning them to the nursery and we reserve the right to refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.

What is an infectious illness?

An infectious illness is one that can be passed from one person to another, especially through the air you breathe.

Sickness and Diarrhoea

After sickness and diarrhoea, the nursery requests that parents keep their children home for 48 hours following the last episode to help control the spread of infection. Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak.

Minimum exclusion periods for infectious illnesses, including incubation and infectious periods

Please consult the following table with regard to childhood illnesses.

Infection	Exclusion period	Comments
Athlete's foot	None	Children should not be barefoot at their setting (for example in changing areas) and should not share towels, socks or shoes with others.
Chickenpox	At least 5 days from onset of rash and until all blisters have crusted over	Pregnant staff contacts should consult with their GP or midwife
Cold sores (herpes simplex)	None	Avoid kissing and contact with the sores
Conjunctivitis	None	If an outbreak or cluster occurs, consult your local health protection team (HPT)
Respiratory infections including coronavirus (COVID-19)	Children and young people should not attend if they have a high temperature and are unwell Children and young people who have a positive test result for COVID-19 should not attend the setting for 3 days after the day of the test	Children with mild symptoms such as runny nose, and headache who are otherwise well can continue to attend their setting.
Diarrhoea and vomiting	Staff and students can return 48 hours after diarrhoea and vomiting have stopped	If a particular cause of the diarrhoea and vomiting is identified there may be additional exclusion advice for example E. coli STEC and help A For more information see chapter 3
Diphtheria*	Exclusion is essential. Always consult with your UKHSA HPT	Preventable by vaccination. Family contacts must be excluded until cleared to return by your local HPT

Flu (influenza) or influenza like illness	Until recovered	Report outbreaks to your local HPT For more information see chapter 3
Hand foot and mouth	None	Contact your local HPT if a large number of children are affected. Exclusion may be considered in some circumstances
Glandular fever	None	
Head lice	None	
Hepatitis A	Exclude until 7 days after onset of jaundice (or 7 days after symptom onset if no jaundice)	In an outbreak of Hepatitis A, your local HPT will advise on control measures
Hepatitis B, C, HIV	None	Hepatitis B and C and HIV are blood borne viruses that are not infectious through casual contact. Contact your UKHSA HPT for more advice
Impetigo	Until lesions are crusted or healed, or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles	4 days from onset of rash and well enough	Preventable by vaccination with 2 doses of MMR. Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or midwife
Meningococcal meningitis* or septicaemia*	Until recovered	Meningitis ACWY and B are preventable by vaccination. Your local HPT will advise on any action needed
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. Your UKHSA HPT will advise on any action needed
Meningitis viral	None	Milder illness than bacterial meningitis. Siblings and other close contacts of a case need not be excluded
Mumps*	5 days after onset of swelling	Preventable by vaccination with 2 doses of MMR. Promote MMR for all pupils and staff
Ringworm	Not usually required	Treatment is needed
MRSA	None	Good hygiene, in particular hand washing and environmental cleaning, is important to minimise spread. Contact your UKHSA HPT for more
Rubella* (German measles)	5 days from onset of rash	Preventable by vaccination with 2 doses of MMR. Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or midwife
Scabies	Can return after first treatment	Household and close contacts require treatment at the same time
Scarlet fever*	Exclude until 24 hours after starting antibiotic treatment	A person is infectious for 2 to 3 weeks if antibiotics are not administered. In the event of 2 or more suspected cases, please contact your UKHSA HPT
Slapped cheek/Fifth disease/Parvovirus B19	None (once rash has developed)	Pregnant contacts of case should consult with their GP or midwife
Threadworms	None	Treatment recommended for child and household

Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need or respond to an antibiotic treatment
Tuberculosis* (TB)	Until at least 2 weeks after the start of effective antibiotic treatment (if pulmonary TB) Exclusion not required for non-pulmonary or latent TB infection Always consult your local HPT before disseminating information to staff, parents and carers	Only pulmonary (lung) TB is infectious to others, needs close, prolonged contact to spread Your local HPT will organise any contact tracing
Warts and verrucae	None	Verrucae should be covered in swimming pools, gyms and changing rooms
Whooping cough (pertussis)*	2 days from starting antibiotic treatment, or 21 days from onset of symptoms if no antibiotics	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local HPT will organise any contact tracing

This guidance refers to public health exclusions to indicate the time period an individual should not attend a setting to reduce the risk of transmission during the infectious stage. This is different to 'exclusion' as used in an educational sense. The NHS website has a [useful resource](#) to share with parents.

Reporting a 'Notifiable diseases'

When the nursery becomes aware, or are formally informed of the notifiable disease, the nursery manager will inform Ofsted and contacts Public Health England, and act[s] on any advice given.

Notifiable Diseases

- Acute poliomyelitis
- Anthrax
- Cholera
- Diphtheria
- Dysentery
- Food Poisoning
- Leptospirosis
- Malaria
- Measles
- Meningitis (meningococcal, pneumococcal, haemophilus influenza viral or other specified/unspecified)
- Meningococcal Septicaemia (without meningitis)
- Mumps
- Ophthalmia neonatorum

- Paratyphoid fever
- Plague
- Rabies
- Relapsing Fever
- Rubella
- Scarlet Fever
- Smallpox
- Tetanus
- Tuberculosis
 - Typhoid Fever

- Typhus Fever
- Viral haemorrhagic fever
- Viral hepatitis (Hepatitis A, Hepatitis B, Hepatitis C)
- Whooping Cough
- Yellow Fever
- Leprosy is also notifiable but directly to the Health Protection Agency)

Meningitis procedure

If a parent informs the nursery that their child has meningitis, the nursery manager will contact the Local Area Infection Control (IC) Nurse. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery, we will be contacted directly by the IC Nurse and the appropriate support will be given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted if necessary.

HIV/AIDS/Hepatitis procedure

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

- Wear single-use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Use protective rubber gloves for cleaning/sluicing clothing after changing.
- Rinse soiled clothing and either bag it for parents to collect or launder it in the setting.
- Clear spills of blood, urine, and faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.
- Ensure that children do not share toothbrushes, which are also soaked weekly in sterilising solution.

Nits and head lice

- Nits and head lice are not an excludable condition; although in exceptional cases [we/I] may ask a parent to keep the child away until the infestation has cleared.
- On identifying cases of head lice, [we/I] inform all parents ask them to treat their child and all the family if they are found to have head lice.

Procedures for children with allergies

When children start at the nursery, we ask their parents if their child suffers from any known allergies. This is recorded on their Enrolment Form.

If a child has an allergy, the nursery will complete a risk assessment form to detail the following:

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

This risk assessment form is kept in the child's personal file and a copy is displayed where the nursery staff can see it. At mealtimes, the children have a placemat that they have made; a child that has food allergies will have a red placemat with their photo and list of their allergies written on it.

In order to reduce the risk of children having a reaction in the nursery, we have a NO NUT policy and Parents/Carers are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

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

At all times the nursery will ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

Oral medication:

- Insurers now regard asthma inhalers as 'oral medication' and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- The nursery must be provided with clear written instructions on how to administer such medication (See Medication Policy).
- The nursery must adhere to all risk assessment procedures for the correct storage and administration of the medication.
- The nursery must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.

Life-saving medication and invasive treatments:

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

The nursery must have:

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

Copies of all letters relating to these children must first be sent to the nursery insurers and the nursery will receive written confirmation that the insurance has been extended will be issued by return.

Transporting children to hospital procedure

The nursery manager/staff member must:

- Call for an ambulance immediately if the sickness is severe. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Reassign staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

Children with Special Educational Needs

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

- Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.

Infection control policy

At Twinkle Toes Day Nursery we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. Viruses and infections can be easily passed from person to person, by breathing in air containing the virus that is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from moving around the nursery. Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs.
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of.
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy.
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff is requested to dispose of these in the appropriate manner and wash hands immediately.
- Clean and sterilise all potties and changing mats before and after each use.
- Clean toilets at least daily and check them throughout the day.
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this.

- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser.
- Wash or clean all equipment used by babies and toddlers as and when needed including when the children have placed it in their mouth.
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child.
- Provide labelled individual bedding for a child that is not used by any other child and wash this at least once a week.
- Ask parents and visitors to remove all outdoor footwear or use shoe covers when entering rooms where children may be crawling or sitting on the floor.
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms and make sure that children wear them as well.

Follow the sickness and illness policy when children are ill to prevent the spread of any In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery.
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery.
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises.
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating infection in the nursery. Staffs are also requested to stay at home if they are contagious.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Intimate care and Nappy changing policy

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person with the exception of first aid treatment, which must be carried out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works.
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks.
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. first aid training, specialist medical support.
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the

need to safeguard children and staff.

Nappy Changing / Toilet Training

We will not exclude a child from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. The nursery will work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

Twinkle Toes Day Nursery provide a nappy changing area that is warm, with a safe area to lay children and no bright lights shining down in their eyes. There is a separate toilet area with small toilets, potties and sinks at child's height.

Each child provides their own nappies or pull ups and wipes which are kept in their personal bag hanging from their peg. Any nappy cream that a child requires during the day should be provided from home and labelled with that child's name.

We promote 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 will ensure that nappy changing is relaxed and a time to promote independence in young children.

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

Nappy Changing Policy

- No nappies will be changed or intimate routines take place behind closed doors.
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines.
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training.
- Working closely with parents on all aspects of the child's care and education as laid out in the Parent and Carers as Partners Policy. This is essential for intimate care routines, which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs.
- Ensuring all staff has an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy.
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery.
- Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines.
- Conducting regular risk assessments on all aspects of the nursery operation including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

Nappy Changing Procedures

- The key person is aware of personalised changing times for the children in our care who are in nappies or 'pull-ups'; and change nappies according to child's need, or more frequently where necessary. Nappy changes are recorded for children under the age of 3 on their daily diaries and also on the nappy charts in each of the rooms to ensure that all children are changed on a regular basis.
- We encourage children from about 18mths onwards to sit on the potty when we change their nappy in order to familiarise them with the process before starting to potty train.
- We will try to encourage young children from two years to normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and if their parents agree as this helps the process of using the toilet or potty easier for the child.
- Our primary key person will undertake changing children in their key groups; with a secondary key person identified that may change them if the key person is absent. When changing a child's nappy, the member of staff will put on disposable gloves and aprons before changing starts and the areas are prepared. A clean pair of gloves and apron is used for each child.
- All our staff is familiar with our hygiene procedures and carries these out when changing nappies.
- Our staff will never turn their back on a child or leave them unattended whilst they are on the changing mat.
- We are gentle when changing and will avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.

Toileting Procedures

- We will encourage children 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.
- We will encourage children to wash their hands, and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Older children access the toilet when they have the need to and are encouraged to be independent.

Disposal of Nappies

The nursery will dispose of nappies and pull ups via a company specialising in the disposal of waste. Any soil (faeces) in nappies or pull-ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for parents to take home.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Medication policy

At Twinkle Toes Day Nursery we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see sickness and illness policy). If a child requires medicine we will obtain information about the child's needs for this, and will ensure this information is kept up to date. We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below. The nursery WILL NOT administer any medication unless prior written consent is given for each and every medicine. While it is not the nursery's 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 medication as part of maintaining their health and well-being or when they are recovering from an illness. We will ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

Illness

- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the Nursery Manager will decide if the child is fit to be left at the nursery.
- For information on infection control and infectious diseases visit the Public Health England website and view their document titled 'Health protection in schools and other childcare facilities'.
- If the child is deemed well enough to stay at the setting, the parent/ carer must be asked if any kind of medication has already been given, at what time and in what dosage and this will be recorded.

Duties of Parents

- To ensure that your child is well enough to attend the nursery even if they are on medication.
- To inform the nursery in writing about your child's health needs when registering with the nursery and again as soon as there are any changes to these needs.
- To provide any medication required, and ensure that it is fit for use, and clearly labelled.
- To provide prior written consent on a short or long term medication form.
- To pass on to the nursery staff any information you have about the side effects or adverse effects of the medication that your child is taking, whether administered at home or within the last 24 hours.
- To ensure that the nursery staffs understand how and when to administer the medication, no staff member may undertake the administration of any medication until confident in the process.

Permission/Consent

Parental consent must be given in writing on a short or long term medication form before any medication can be administered. Long-term medication is checked on a regular basis to ensure that the information we hold is still accurate and the parent/carers must sign the form to consent to it still being given. Parents must give prior written permission for the administration of medication. The staff member receiving the medication will 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 times the medication was last administered
- The dosage and times to be given at the nursery;
- The method of administration;
- How the medication should be stored and its expiry date;
- Any possible side effects that may be expected; and - the signature of the parent, their printed name and the date.

Medication in the Nursery

- Before administering medication to any child we will require written agreement from the parents
- This agreement (usually a Medication Form) should include;
 - The child's name or the name of the medication or the required dose and agreed time of administration.
 - Clearly stated whether the medication is on-going or to be taken up until a particular date.
 - Possible side effects, and/or the information leaflet that is normally supplied by the manufacturer made available.
- Medication is only accepted in its original labelled container.

- Where the medication is an adrenaline pen or inhaler (where there may be only occasional emergency use), it will have the expiry date of the medication recorded on the appropriate form.
- For non-prescription medication the nursery reserve the right to determine the number of days the medication will be given before requesting parents/ carers further input or the advice of a healthcare professional. This will be based upon the individual child and condition.
- If at any time there is any doubt regarding the administration of medication to a child, practitioners will stop and check with the Nursery Manager before continuing.

Non-prescription Medication (also known as over the counter medicine)

The practitioners will never give a non-prescribed medicine to a child unless there is written permission from the parents. The practitioners will check that the medicine has been administered without adverse effect to the child in the past and that parents have certified this is the case – a note to this effect should be recorded in the written parental agreement for the nursery to administer medicine. A short written agreement with parents may be all that is necessary. Where a non-prescribed medicine is administered to a child it will be recorded on a medicine form and the parents are informed. The parents are then required to counter-sign the medical form. If a child suffers regularly from frequent or acute pain then the nursery will encourage the parents to refer the matter to the child's GP. Medicines containing aspirin will only be administered if prescribed by a doctor.

- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery.
- The nursery will not administer any non-prescription medication containing aspirin.
- The nursery will only administer non-prescribed medication for a short initial period and only if necessary.
- After this time parents / carers will be advised to seek medical advice.
- The nursery reserve their right to refuse to administer medication if they feel that the child does not need the medication or deem further medical attention is required.
- For all medication the parent/carer must give prior written permission for the administration of each and every medication.
- Medicines must be in their original containers.
- This also applies to non-prescription creams or ointments for skin conditions e.g. Sudocream.
- The parent / carer will complete the relevant form to enable the nursery to administer the medication(s) required.

The form will include:

- o Child's name and date of birth
- o Name and strength of medication o Dose
- o Any additional requirements (such as to be taken with food)
- o Expiry date whenever possible o Length of treatment (will not be exceeded)
- The written permission is only acceptable for the medication listed and cannot be used for similar types of medication
- Parents must notify the nursery IMMEDIATELY if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given
- Any significant changes in the details listed above must be recorded on a new form and countersigned by the parent/ carer
- The nursery will only administer as per the information listed on the form
- At each visit the child's parent/carer will be asked if there have been any changes to the requirements stated on the form. If there have been changes, a new form must be completed and counter-signed by the parent/carer

- When the child is picked up from the setting, the parent / carer must be given an update as to the times and dosage given throughout the day. The parent's signature must be obtained confirming this information has been given.
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form.

Medication Prescribed by a Doctor, Dentist, Nurse or Pharmacist

Prescribed medication is the property of the person for whom it is prescribed, and may not be used for anyone else. The nursery will only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. All prescribed medicines must be supplied to the nursery in its original clearly labelled prescription packaging and include the prescriber's instructions for administration and dosage including inhalers, and can only be given to the named person on the prescription label. On receiving the medication, the member of staff will check that it is in date and prescribed specifically for the current condition.

The nursery will never accept medicines that have been taken out of the container as originally dispensed nor make changes to dosages on parental instructions. (Medicines containing aspirin will only be given if prescribed by a doctor)

- Prescription only medicine will be given when prescribed by the above and only for the person named on the dispensing label on the bottle/container for the dosage stated.
- Medicines must be in their original containers.
- For all medication the parent/carer must give prior written permission for the administration of each and every medication. Written permission will be accepted once for a whole course of medication or for the on-going use of a particular medication required for long term use.
- The parent/ carer will complete the relevant form to enable the nursery to administer the medication(s) required. The form will include;
 - o Child's name, date of birth
 - o Name and strength of medication
 - o Dose
 - o Any additional requirements (such as to be taken with food)
 - o Expiry date whenever possible
 - o Dispensing date
- The written permission is only acceptable for the medication listed and cannot be used for similar types of medication, e.g. if the course of antibiotics changes.
- Parents must notify the nursery IMMEDIATELY if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- Any change in the details listed above must be recorded on a new form with counter signature from parent / carer.
- The nursery will only administer as per the information listed on the form.
- At each visit the child's parent/ carer will be asked if there have been any changes to the requirements stated on the form. If there have been changes, a new form must be completed and counter signed by parent/ carer.
- When the child is picked up from the setting, the parent/ carer must be given an update as to the times and dosage given throughout the day. The parent's signature must be obtained confirming this information has been given.
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form.

Emergency Medication

On enrolment of your child at our nursery, parents will be asked if they are happy to give consent to

'emergency' treatment being given. This would be only deemed necessary for specific circumstances. Parents/ carers will be asked to complete a form to give consent.

This form will include:

- The circumstances in which 'emergency' medication will be given e.g. High temperature (above 37.8°c)
- The specific medication (drug name) e.g. Paracetamol
- Dose to be administered will follow the guidance on the original container e.g. following age / dosage instructions
- Statement that medication will only be given if the nursery is unable to contact the parent
- An 'emergency' nursery stock of medication may be kept on site
- Stock medication will be kept in accordance with manufacturer's instructions on the container (e.g. cool dark place, out of the reach of children)
- Stock will be checked at regular intervals by the designated trained first aider to ensure there is ample supply and is still within its expiry date
- If a child experiences symptoms of illness, attempts will be made to contact the child's parents before administering 'emergency' medication
- Where parents cannot be contacted the Nursery Manager will take the decision as to whether the child is suitable to receive the 'emergency' medication based on the symptoms and medical history of the child given at registration
- Administering 'emergency' non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms. The child will be closely monitored until the parents collect the child.

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

- The nursery will carry out a risk assessment for each child with a long-term medical condition that requires on-going medication. This is the responsibility of the nursery manager alongside the child's key person.
- Parents will be asked to contribute to a risk assessment and sign in agreement. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- An individual health plan for the child is drawn up with the parent; outlining nursery's role and what information must be shared with other adults who care for the child. The individual health plan should include the measures to be taken in an emergency.
- The nursery will review the individual health plan every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the individual health plan and each contributor, including the parent, signs it.

Administering Medication

As a general guideline before administering medication to a child the staff member should:

- Wash their hands.
- Ensure a drink is available if appropriate (some medication can irritate and damage the throat and oesophagus if administered without a drink).
- Check the label on the medication: name of child, dose, route of administration (e.g. by mouth, into

ear/eye, rubbed on the skin), any special instructions and expiry date and ensure this is the same information on the medication form.

- If there is any doubt about any procedure staff should not administer, but seek advice from parent/ carer or health professional. Twinkle Toes staff are responsible for the correct administration of medication to children for whom they are the key person for. 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/my absence, the manager is/my assistants are responsible for the overseeing of administering medication.
- A level 3 qualified practitioners will only administer medication.
- No child will be given medicines without their parent's written consent.
- The practitioners will check: the child's name, prescribed dose, time due & expiry date prior to administering the medication.
- The nursery will keep written records each time medicines are given.

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

At all times every member of staff who administers medication must be witnessed by another member of staff and that witness must sign the appropriate form once the medication has been administered.

Injections, Pessaries, Suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

Refusing Medication

If a child refuses to take their medicine, the practitioners will not force them to do so, Staff can try to encourage them or perhaps get someone else to try. Under no circumstances should staff attempt to hide the medicine in food or drink, unless there is express written permission from parents to do so. A record will be kept of the child's refusal. The parents will be informed of the refusal on the same day. If a refusal to take medicines results in an emergency, the nursery's emergency procedures should be followed.

It is normally considered poor practice to give medicines covertly, although in rare cases where the health professionals judge that it is in the child's interests to do so, this is acceptable. Some children do find tablets difficult to swallow so may be given them, with their full knowledge, in, for example, a spoonful of jam. Even in these circumstances parents must give written instructions as some medicines can react with certain foods it is advisable they have sought advice from their pharmacist before doing this.

Medication Errors

- Occasionally mistakes may happen. In most cases, whether it is a missed dose or a medicine given in error there will be no harm done. It is important to be open and honest if errors occur.
- Parents should be contacted and the mistake explained to them:
 - o In the case of a missed dose, the dose may be able to be given at a later time. The parent may be able to advise.
- Where a dose has been given in error, it is important the child is monitored for any reactions and medical

advice sought if there are concerns. It is important to inform the parent/ carer as this may happen after the child leaves the setting.

- The Nursery Manager will investigate all medication errors and put in preventative actions to ensure future errors do not occur.

Supply

All medication must be supplied by the parent/carers. Nursery staff is not permitted to buy and administer medications to children with the exception of calpol that will only be administered in an emergency situation.

Storing Medicines

All medication will:

- Be stored in accordance with the manufacturer's instructions on the container (e.g. cool dark place, refrigerated)
- Be stored in a closed box
- Be kept out of the reach of children
- Be in their original containers
- Have labels which are legible and in English
- Be clearly marked with child's name and date of birth
- Emergency medication, such as inhalers and Adrenaline (EpiPen), will be within easy reach of staff in case of an immediate need, but will remain out of children's reach
- Any 'stored' medication such as Nursery stock of Paracetamol or a child's inhaler, will be regularly checked to ensure the product is still within its expiry and therefore suitable for use.

Large volumes of medicines should not be stored. Practitioners will only store, supervise and administer medicine that has been prescribed for an individual child. Medicines should be stored strictly in accordance with product instructions (paying particular note to temperature) and in the original container in which dispensed. Staff should ensure that the supplied container is clearly labelled with the name of the child, the name and dose of the medicine and the frequency of administration.

The senior practitioner in each room is responsible for making sure that medicines are stored safely in a lockable medicine cupboard that is located in each of the rooms. These cupboards are kept out of reach of children with the key in the lock. All emergency medicines, such as asthma inhalers and adrenaline pens, should be readily available to children in an emergency. Other nonemergency medicines should generally be kept in the medicine cupboard, which is not accessible to children.

A few medicines need to be refrigerated. They can be kept in a refrigerator containing food but should be in an airtight container and clearly labelled. There should be restricted access to a refrigerator holding medicines.

Disposal of medicines

- Tablets and capsules are occasionally dropped on the floor or spat out. In this case we will place the tablet in a labelled envelope and hand to the parents to be disposed of later.
- In no circumstances should it be flushed down the toilet or thrown in the bin.
- When a child leaves the setting, ceases to need medication or if a medicine has passed its expiry date, we will return any unused quantity to the parents. If this is not possible then we will take it to a local pharmacist for safe disposal.

The practitioners should not dispose of medicines

Parents are responsible for ensuring that date expired medicines are returned to a pharmacy for safe disposal. If parents do not collect all medicines, they should be taken to a local pharmacy for safe disposal. Sharps boxes should always be used for the disposal of needles. The nursery has a contract with PHS for sharps disposal.

Managing medicines on trips and outings (Should be read alongside the Care of Children off of the Premises Policy).

If children are going on outings, the key person will accompany the children 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 stapled to the medicine record book and the parent signs it.

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

Hygiene and Infection Control

All practitioners should be familiar with normal precautions for avoiding infection and follow basic hygiene procedures. Practitioners have access to protective disposable gloves and take care when dealing with spillages of blood or other body fluids and disposing of dressings or equipment.

Staff training

A health care plan may reveal the need for some staff to have further information about a medical condition or specific training in administering a particular type of medicine or in dealing with emergencies. Practitioners should not give medicines without appropriate training from health professionals. When practitioners agree to assist a child with medical needs, the nursery will arrange appropriate training in collaboration with local health services i.e. EpiPen training.

Confidentiality

The practitioners should always treat medical information confidentially. The manager should agree with the parent, who else should have access to records and other information about a child. If information is withheld from practitioners they should not generally be held responsible if they act incorrectly in giving medical assistance but otherwise in good faith.

Record keeping

The administration of medicine is recorded accurately on a medication form. It is given and is signed by the person administering the medication [and a witness]. Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine. This form is stored in the child's individual folder.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Name:		Date of birth:	
Name of medication (including brand if non-prescription):		Exact dosage required (check against instruction on box):	
Reason for medication			
Prescribe by and dispensed date Prescription medicines will only be given if prescribed by a doctor, dentist, nurse or pharmacist		Expiry date of medication (if applicable)	
Date needed:		Time needed:	
Any specific requirements (e.g. before/after food, known side effects, where it should be stored)	Last dosage given:		Any reactions:
Parent signature:		Date:	

Short-term medication form

To be completed by practitioner administering the medicine

Date	Medicine	Time of medication administered	Dosage give	Any reactions
Administered by:		Witnessed by:		
Any comments: Please note down any refusal of medication by the child.				
Parent signature:		Date:		

Week long medication administration form

Name:		Date of birth:	
Name of medication (including brand if non-prescription):		Exact dosage required (check against instruction on box):	
Reason for medication			
Prescribe by and dispensed date Prescription medicines will only be given if prescribed by a doctor, dentist, nurse or pharmacist		Expiry date of medication (if applicable)	
Date needed:		Time needed:	
Any specific requirements (e.g. before/after food, known side effects, where it should be stored)	Last dosage given:		Any reactions:
Parent signature:		Date:	

To be completed by practitioner administering the medicine

Date	Medicine	Time of medication administered	Dosage give	Any reactions
Administered by:			Witnessed by:	
Any comments: Please note down any refusal of medication by the child.				
Parent signature:			Date:	
Date	Medicine	Time of medication administered	Dosage give	Any reactions
Administered by:			Witnessed by:	
Any comments: Please note down any refusal of medication by the child.				
Parent signature:			Date:	
Date	Medicine	Time of medication administered	Dosage give	Any reactions
Administered by:			Witnessed by:	
Any comments: Please note down any refusal of medication by the child.				

Parent signature:			Date:	
Date	Medicine	Time of medication administered	Dosage give	Any reactions
Administered by:			Witnessed by:	
Any comments: Please note down any refusal of medication by the child.				
Parent signature:			Date:	
Date	Medicine	Time of medication administered	Dosage give	Any reactions
Administered by:			Witnessed by:	
Any comments: Please note down any refusal of medication by the child.				
Parent signature:			Date:	

Sun care policy

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Key persons will work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g. black and/or Asian colouring
- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather.
- Children must have their own labelled high factor sun cream with prior written consent gained on your child's enrolment form for the staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun.
- Children will always have sun cream applied before coming to nursery and going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Managing behaviour

Gunplay policy

Research into gunplay in nurseries has concluded that banning such play does not in fact stop it but encourages children simply to lie more effectively.

Much of children's play revolves around good vs. bad, particularly boys who enjoy not just gunplay but also pirates with swords, star wars with lightsabers and more.

At Twinkle Toes nursery, we believe that children's creativity is a hugely important aspect of their development. In banning gunplay all together, this can suppress their creativity and send a message that it is not valued. Instead, we choose to encourage them to develop their play and ideas further than just shooting at things.

We also feel that by banning gunplay, we are excluding those children who have experience with guns, whether because they have lived in a country at war, or relatives in the army, or simply from the news. Children often use play to act out their fears and concerns in a safe environment and we will support this and endeavour to educate them that guns are not toys and can really hurt people. Equally, we will not tolerate violence within the nursery and any such behaviour (pushing, kicking etc.) will be disciplined according to our behaviour policy.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Promoting positive behaviour policy

We believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

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

Within the nursery we aim to set these boundaries in a way that helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around

them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Promote the development of a sense of right and wrong behaviour by teaching the children the appropriate way to act and discourage unacceptable behaviour. Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviour.
- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Our approach will always be talking things through, encouraging self-control & responsibility and restoring friendships. We will always involve parents and seek to work together for the benefit of the child.
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Raise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing self-regulation and empathy as appropriate to the stage of development
- Have a named person who has overall responsibility for behaviour management (Sumaya Ahmed, Manager)

Procedures

We have named person who has overall responsibility for our nursery for supporting personal, social and emotional development, including issues concerning behaviour.

The named person for managing behaviour is Sumaya Ahmed and she will be responsible for:

- Advising and supporting other staff on behaviour issues
- Along with each room leader, keep up to date with legislation and research relating to behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attends relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

Staff Training

- We familiarise new practitioners and volunteers with the nursery's behaviour policy and it's guidelines for behaviour.
- We require all staff, volunteers and students to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

In order to manage children's behaviour in an appropriate way we will:

- Attend relevant training to help understand and guide appropriate models of behaviour;
- Implement the setting's behaviour procedures including the stepped approach;
- Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- Check that all staff has relevant in service training on positive behaviour. We keep a record of staff attendance at this training.

Partnership with Parents:

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at nursery. With a good level of communication we can provide consistency for the children and this will help alleviate frustrations and misunderstandings that can lead to behaviours that are unacceptable or unknown.

Where behavioural difficulties continue, parent/carers will be further invited into the setting to talk with relevant practitioners. By working together home and pre-school will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home. An action plan to be shared by nursery and home will be agreed and reviewed to monitor outcomes.

Expectations of behaviour:

At Twinkle Toes Nursery we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

Respect: to encourage all children to have respect for themselves, for other people (their feeling, beliefs and values) and for the nursery environment including equipment and property.

Understanding and compassion: to help children to understand other people's views and experiences and

to be caring and tolerant towards others.

Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.

Fairness and equality: to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All practitioners will demonstrate this behaviour in their actions also.

Kindness: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.

Support and the use of positive reinforcement: to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self- esteem.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and responds to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down (calm time/thinking time) and if appropriate helped to reflect on what has happened.

Strategies to encourage positive behaviour

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging those to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- encouraging them to see the good in others
- encouraging them to learn from each other

We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
 - Naming and making feelings clear including the consequences of their actions: reflecting back to

children

- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively

We help children to be polite by:

- Saying “Good morning” and where appropriate “Please” and “Thank you” (we model behaviours we want them to copy)
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Putting things away where they belong (depending on age)
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games, e.g. in circle time and considering, “How do we look after this?”
- Washing the bikes, toys etc.
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children’s work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner, sand pit etc.)
- Noticing, acknowledging and praising ‘careful handling’ and modelling it
- Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children’s needs are being met.

Strategies with children who engage in inconsiderate behaviour

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

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsistent ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (What happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the nursery manager and are recorded in the child's personal file. The child's parents is/are informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years old

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

We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff should be:

- Calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause-such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety.'
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play and fantasy aggression

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

strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, e.g. blowing up and shooting, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concept of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

(Please Gun Play Policy for more information)

Hurtful Behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometime overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage, as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children to recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it?' you didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him? Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on other's feelings. 'When you hit Adam, It hurt him and he didn't like that and it made him cry.'
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one'.

- We are aware that the same problem may happen over and over before skills such as sharing and turn taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - They do not feel securely attached to someone who can interpret and meet their needs- this may be in the home and it may also be in the nursery;
 - Their parent, or carer in the nursery, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - The child has a developmental condition that affects how they behave.

Biting

We understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Our procedures

The nursery uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter. Complete an incident form to share with the parents at the end of the child's session
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault

- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed practitioners will intervene appropriately, in a clear, calm and positive manner, to support children to settle conflict. This will be done in an age appropriate approach.

Use of physical intervention

The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Physical punishment of any kind should never be used or threatened which could adversely affect a child's well being.

Consequences

If inappropriate behaviour continues, the practitioners will emphasise that it is the behaviour that is in the behaviour they disapprove of not the child whilst encouraging the children to comfort and make amends for their behaviour, e.g. asked to get a tissue, give it a rub better or offer a comforting cuddle if they have hurt another person.

At no time during disciplining a child would practitioners use physical punishment, e.g. smacking, shaking or slapping. Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would be reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

We have a range of strategies that we will use to discourage inappropriate behaviour depending on the child's age.

Strategies we use:

Babies 0-2 Years	<ol style="list-style-type: none">1. Stop sign method, using a clear hand signal2. Praise positive behaviour3. Distraction from the situation with another toy/activity
Toddlers 2-3 years	<ol style="list-style-type: none">1. Stop sign method, using a clear hand signal.2. Distraction from the situation with another toy/activity.3. Positive praise for good behaviour.4. Age appropriate language to be used.5. Using golden rules booklet with visual aids to encourage good behaviour.6. Giving choices.
Pre-school 3-5 years	<ol style="list-style-type: none">1. Stop sign method, using a clear hand signal.2. Calm down time using a bottle or shaker.3. Reward charts to encourage appropriate behaviour.4. Golden rules books for both indoor and outdoor boundaries.5. Appropriate language is used at all times.6. Giving choices.

Children with additional needs:

A minority of children may need additional or different support, beyond that of other children of the same age.

Support for these children, in collaboration with parents/carers may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with parent/carers' consent.

We also have visual aids across the nursery to help aid understanding and reduce anxiety for children.

Twinkle Toes Day Nursery will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures:

- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- Ensure that all staff is supported to address issues relating to behaviour including applying initial and focused intervention approaches.

Step 1

We will address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.

Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to

share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.

If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.

If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

Step 2

If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.

It may be agreed that the Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy)

Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Communication:

Children: For younger children, they are exploring their feelings and testing out boundaries and whilst you still need to discourage inappropriate behaviour their understanding is limited. For 3 & 4 year olds, the practitioners will work with the children to write down expectations for behaviour and this will be agreed with the children by creating a golden rules book and will be discussed with children on a regular basis.

Practitioners: As part of the induction procedure, all practitioners will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Practitioners will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another and we hope that parents/carers using the nursery will join with us in partnership. Practitioners will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parent/carers in an attempt to understand and identify possible causes of negative behaviour. Practitioners will attempt to focus directly on positive features of the child's behaviour. Practitioners use positive techniques including re-direction of children, early intervention to prevent disagreements that children cannot handle.

Parents/Carers: If a child is demonstrating a pattern of inappropriate behaviour then the parents/carers will be informed on the day and if this is persistent the parents may be invited in on a regular basis to discuss your child's behaviour and agree a course of action.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Bullying usually occurs in children five years and over but if it does occur in our nursery, we will deal with it in the following way:

- We will show the children who have been bullied that we are able to listen to their concerns and act upon them;
- We intervene to stop the child who is bullying from harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is not acceptable;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to recognise the impact of their actions;
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour
- We do not label children who bully as 'bullies'
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Incident form

Date			
Who was involved in the incident?	Child	Adult	Member of staff
Name			
Date of birth			
Date of incident			
Time of incident			
Place incident occurred			
Explain all events leading up to the incident and the incident itself			
Witnessed by			
Staff signature			
Manager signature			

Parent comments	
Parent signature and print name	

Safety and suitability of premises:

Children's safety and security in the nursery

There are four main pieces of health and safety law, which are relevant to violence at work. These are:

- The Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations 1999
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
- Safety Representatives and Safety Committees Regulations 1977 (a) and The Health and Safety (Consultation with employees) Regulations 1996 (b)

The nursery must inform, and consult with employees in good time on matters relating to health and safety.

Procedures

Children's personal safety

- We ensure all employed staff has been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.
- Adult supervises all children at all times.
- Whenever children are on the premises at least two adults are present.
- The nursery carries out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- All nursery staff working with the children will wear a nursery uniform identifying them as Twinkle Toes Day Nursery staff.
- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults – staff, visitors and volunteers are recorded.
- Our security systems prevent unauthorised access to our premises. A secure entry system is in place. This includes a video camera on the main door, all nursery rooms and back garden. Parents must use a video intercom system to gain entry to the building, where the staff will greet them and open the internal door.
- Our systems prevent children from leaving our premises unnoticed.
- We will only allow access to visitors with prior appointments.
- Our nursery staff checks the identity of any person who is not known before they enter the premises.
- The nursery front door is a self-closing door and is kept shut at all times.
- The nursery has an entry phone that allows entry to the building and CCTV cameras are aimed at entrances and exits to the nursery.

- The personal possessions of staff, students and volunteers are securely stored during sessions.
- Minimal petty cash is kept on the premises.
- Twinkle Toes Nursery will ensure that all children are greeted warmly and made to feel welcome upon arrival and staff will ensure that they depart safely at the end of every session.

Children's Arrivals

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's key person). The staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

A register will be kept; arrival and departure times of children will be recorded supplemented by regular head counts throughout the day. The register will be kept on the premises at all times. A copy of the register will be taken on trips and outings.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

Practitioner's Arrivals

Practitioners need to sign in using the signing in book that is located in the office.

Visitor Arrivals

Visitors are welcomed into the nursery and immediately next to the front door are asked to record their name, the organisation they are from, the purpose of their visit and their arrival and departure times in the visitor's book. A sticker must be filled in with their name and placed on an item of clothing that is visible all the time.

Departures

On your enrolment, you have the opportunity to nominate a number of people authorised to collect your child from nursery if you are not able to do so. A collection password is requested on your enrolment form in order to establish that the person collecting is authorised to do so by providing that password. Children will only be released to their parent/carer or authorised person named on the child's enrolment form unless the setting has been informed of changes beforehand and a password given. Parents should inform the nursery immediately if they're child is going to be collected by a person not named on their enrolment form. A parent should inform the nursery if their child is going to be collected by an unknown person. A collection password is set on enrolment and should be used in order to ensure authenticity of the person collecting. Practitioners will telephone parents if they have not been informed about the person collecting their child in order to establish the person collecting the child.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent, e.g. meals, sleep time, activities, interests, progress and friendships. If any case of quick departure, staff should complete "My day today at nursery" form and pop it in the child's bag. The parent should be told about any accidents or the parent before departure must sign incidents and the appropriate records. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

After the last child has left the setting, the senior member of staff on duty will check all the registers and all areas of the nursery.

Procedure to follow if an attempt is made to collect a child by an unauthorised person.

If we have not been informed by the parent/carer that a child is being collected by a person not named on the enrolment forms then the nursery we will refuse the collection of your child, we will remove the child to a safe place and inform a senior practitioner immediately. The senior practitioner will then contact the parents and obtain permission for the collection. If the parent is not immediately contactable, we will not release the child until we make contact.

We will explain to the person attempting the collection that we cannot allow the collection to take place until permission has been sought. The adult and the child will be kept apart until permission has been received. If necessary, sufficient members of staff are to remain on the premises to prevent the removal of a child.

If the person attempts to remove a child, we will physically prevent the removal of the child only to the extent that neither you nor the child is in danger. We will try to remove the person from the premises and call the police by dialling 999 and tell them that we need immediate assistance.

If a parent advises you that a named person (i.e. for legal reasons) must not collect a child ensure that the manager or senior practitioner is informed. The manager will inform all other staff and make an entry on the child's records.

We will supervise the front hall always when children are being collected to prevent unauthorised removal.

Adults arriving under the influence of alcohol or drugs

Procedure to follow when a child is not collected

If a child is not collected five minutes after the expected time of collection, the following procedure will be followed: -

1. Inform the senior member of staff on duty, who will then endeavour to make contact with the parents via telephone using the contact numbers held on the child's file.
2. Should all parents telephone numbers be unavailable the next emergency contact numbers will be used to inform them of the problem and establish if there is anyone available to come and collect the child.
3. The senior member of staff will remain with the child/children until they are collected.

If failure to collect your child happens on a regular basis, a charge will be made.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Fire safety and emergency evacuation procedure

The Nursery understands the importance of vigilance to fire safety hazards. The Nursery has an up to

date fire certificate and notices explaining the fire procedures are positioned next to every fire exit.

All staff are aware of the location of all fire extinguishers, fire exits, break glass points, the fire assembly point and where fire safety equipment is stored. Particular attention is paid to distinguishing between the various types of fire extinguisher and their methods of operation (refer to website www.hse.gov.uk). There are fire notices on all doors in the building.

Children will be made aware of the fire safety procedures by practicing our evacuation procedures on a regular basis. All children will be made aware of the location of fire exits and the fire assembly point.

Fire doors and fire exits are clearly marked, are not obstructed at any time, and are easily opened from the inside.

Fire exits are kept closed at all times and can be locked but are easily unlocked via a thumb turn. Fire extinguishers and fire alarm systems are regularly tested in accordance with manufacturer's guidance.

The Building Manager is the designated Fire Safety Officer who will be responsible for arranging fire drills and tests. Fire drills will take place periodically and staff may or may not be informed when these will occur.

All fire drills; fire incidents and equipment checks will be recorded in the Fire Safety folder.

Fire Prevention

- The Nursery will take all steps possible to prevent fires occurring. As such, the Nursery Manager and the Ensuring that there are sufficient power points are these are not overloaded with adaptors.
- Ensuring that the Nursery's Smoking Alcohol and Drugs policy is always observed.
- Checking for frayed or trailing wires.
- Checking that fuses are replaced safely.
- Unplugging all equipment before leaving the premises.
- Storing any potentially flammable materials safely.
- Ensure all electrical items are PAT tested annually and hard wiring is tested every 5 years

The Nursery Manager will explain fire safety procedures to new staff, students and volunteers as part of the induction process.

Procedures

Fire safety risk assessment

A Fire Risk Assessment will be carried out annually and regular maintenance checks will be carried out as identified in the risk assessment and recorded in the Fire Safety folder.

The nursery manager and many of the nursery team have received training in fire safety sufficient to be competent to carry out the risk assessment.

Our fire safety risk assessment focuses on the following for each area of the setting:

- Electrical plugs, wires and sockets
- Electrical items
- Gas boilers
- Cookers
- Flammable materials – including furniture, furnishings, paper etc.
- Flammable chemicals.
- Means of escape.
- Anything else identified.

A fire risk assessment has been carried out of our nursery. It includes:

- Identify fire hazards
- Identify location and persons who are at significant risk,
- Reduce the risks, evaluate the risks and determine if the existing arrangements are adequate or need improving,
- Record significant findings if you have more than five employees
- Monitor and review on a regular basis.

We will also provide the:

- Means for detecting and giving warning in cases of fire
- Means of escape and emergency lighting
- Fire safety signs
- Fire fighting equipment

Fire Drills

The nursery holds fire drills on a regular basis and records the following information about each fire drill in the Fire Safety Log Book:

- The date and time of the drill.
- Number of adults and children involved.
- How long it took to evacuate.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Fire safety precautions taken

- The nursery will ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.
- We ensure that 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.
- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
We ensure sockets are covered and our emergency evacuation procedures are approved by the Fire Safety Officer and are:

- Clearly displayed in the premises;

- Explained to new members of staff, students, volunteers and parents; and practised regularly.
- Records are kept of fire drills and of the servicing of fire safety equipment.

Fire extinguishers in the nursery are located:

1. At the entrance passage on the left hand side- Water 9Ltr
2. On the first floor, outside the baby room- water 9Ltr
3. In the kitchen- fire blanket and dry power 2kg

These are checked annually and the certificates can be found in the Health and Safety folder.

- There is a fire alarm for the whole property. The testing of this is the responsibility of the office staff on the first floor.
- Staff to be given fire procedures on first day of employment.

In the event of a fire

A member of staff will raise the alarm immediately and the emergency services will be called at the earliest possible opportunity.

All children will immediately be escorted out of the building and to the assembly point using the nearest marked exit. No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.

The Senior Nursery Manager will check the entire premises; visitor's book and mobile phone (with contacts installed) will be collected, providing that this does not put anyone at risk. On exiting the building, the Senior Nursery Manager will close all accessible doors and windows to prevent the spread of fire, providing this does not put themselves or others at risk.

The register will be taken and all children, visitors and staff accounted for. If any person is missing from the register, the emergency services will be informed immediately.

Fire logbooks will be updated periodically.

Ofsted will be notified about any significant changes or events (Ofsted telephone number 0300 123 1231).

Evacuation Procedure

In the event of a fire or other emergency situation occurring, a member of staff will activate the fire alarm to alert everyone and gain their attention.

The evacuation procedure to follow is:

A member of staff will telephone the emergency services on 999 and give appropriate details.

Fire Exits are located at either end of the nursery

1. **Down the main staircase, straight out, cross the road and stand outside the mini cab office on the large bit of pavement.**

2. Through fire exit door in the preschool room (back room, ground floor) out the back gate, turn left, walk out of the side entrance, cross over and stand outside the mini cab office on the large bit of pavement.

How parents are contacted

A copy of all of the parent's contact details are kept in the room register and a copy is taken down by the nursery manager in the event that we are unable to return to the nursery, the nursery manager or member of the senior staff team will take responsibility for this.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Health and safety policy

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces.
- Establish and maintain safe working practices amongst staff and children.
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances.
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training.
- Maintain a healthy and safe nursery with safe entry and exit routes.
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery.
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments.
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable).
- Provide a safe environment for students or trainees to learn in.
- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low and we will maintain the maximum protection for children, staff and parents. The nursery will:

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and remain clear at all times.
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action.
- Ensure that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out.

- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order.
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children.
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate.
- Ensure there are suitable hygienic changing facilities (see infection control policy).
- Prohibit smoking on the nursery premises.
- Prohibit any contractor from working on the premises without prior discussion with the Nursery Manager.
- Encourage children to manage risks safely and prohibit running inside the premises unless in designated areas.
- Risks assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery.
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers.
- Wear protective clothing when cooking or serving food.
- Prohibit certain foods that may relate to children's allergies, e.g. peanuts are not allowed in the nursery.
- Follow the allergies and allergic reactions policy for children who have allergies.
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the nursery.
- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are.
- Provide appropriately stocked first aid boxes and check their contents regularly.
- Ensure children are supervised at all times.
- Ensure no student or volunteer is left unsupervised at any time.
- Ensure staff paediatric first aid certificates are up to date. In our nursery these are identified by a First Aid logo on the staff member's photo in the entrance. A copy of their certificate is kept in the individual staff member's CPD file.

Named person with Health and Safety responsibility

The designated Health and Safety Officer in the nursery is **SUMAYA AHMED**.

The nursery deputy manager will be responsible in their absence.

All employees have the responsibility to cooperate with senior staff and the manager to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter (see separate policy on disciplinary procedures).

Whenever a member of staff notices a health or safety problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the senior member of staff in the area/deputy manager/manager.

Daily contact, monthly staff meetings and health and safety meetings provide consultation between management and employees. This will include health and safety matters.

Responsibilities

Employer's responsibilities

We display the necessary health and safety poster in: the nursery staff room.

In general:

- Making the workplace safe and without risks to health.
- Ensure that all plant and machinery are and that safe systems of work are set and followed.
- Ensure that articles and substances are moved, stored and used safely.
- Provide adequate welfare facilities.
- Give information, instruction, training and supervision if necessary for health and safety

In particular:

- Assess the risks to health and safety;
- Make arrangements for implementing the health and safety measures identified as being necessary by the assessment;
- Record significant findings of the risk assessment and the arrangements for health and safety measures;
- Draw up a health and safety policy statement, including the health and safety organisation and arrangements in force, and bring it to your attention;
- Appoint someone competent to assist health & safety responsibilities, & consult you about this appointment;
- Co-operate on health and safety with other employers sharing the same workplace;
- Set up emergency procedures;
- Provide adequate first aid facilities;
- Make sure that the workplace satisfies health, safety and welfare requirements, e.g. for ventilation, temperature, lighting and sanitary, washing and rest facilities;
- Make sure that work equipment is suitable for its intended use, so far as health and safety is concerned, and that it is properly maintained and used;
- Prevent or adequately control exposure to substances which may damage your health;
- Take precautions against danger from flammable or explosive hazards, electrical equipment, noise and radiation;
- Avoid hazardous manual handling operations, & where they cannot be avoided, reduce the risk of injury;
- Provide health surveillance as appropriate;
- Provide free any protective clothing or equipment, where risks are not adequately controlled;
- Ensure that appropriate safety signs are provided and maintained;
- Report certain injuries, diseases and dangerous occurrences to the appropriate health and safety enforcing authority.

The Health and Safety Information for Employees Regulations 1989 require that an employer must display the approved Health and Safety Law poster.

Our insurance covers Liability insurance, public liability insurance and employees insurance.

Employee's responsibilities

All employees have the responsibility to co-operate with the management to achieve a healthy and safe workplace and to take care of themselves and others.

Whenever an employee notices a health or safety problem that they are not able to put right, they must straightaway tell the appropriate person (Nursery manager).

- Taking reasonable care for your own health and safety and that of others who may be affected by what you do or do not do;
- Co-operating with your employer on health and safety;
- Correctly using work items provided by your employer, including personal protective equipment, in accordance with training or instructions; and
- Not interfering with or misusing anything provided for your health, safety or welfare.

Health and safety training

Person responsible for monitoring staff training is **Sumaya Ahmed**.

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

- The nursery keeps records of these induction-training sessions and new staff, students and volunteers are asked to sign the records to confirm that they have taken part.
- As part of the induction process for new families, we explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.
- The nursery operates a no-smoking policy.
- The nursery makes children aware of health and safety issues through discussions, planned activities and routines and the creation of 'golden rules' books.

At Small World Nursery we take the welfare of our employees seriously and put safeguards in place to help protect the health and safety of all employees. This includes any staff that is required to undertake office duties as part of their role including sitting at a computer.

We carry out risk assessments to assess any health and safety risks to employees carrying out office duties and provide appropriate equipment for their role. Staff using computers can help to prevent health problems in the office by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen.
- Maintaining a good posture.
- Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach.
- Changing position regularly.
- Using a good keyboard and mouse technique with wrists straight and not using excessive force.
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light.
- Adjusting the screen controls to prevent eyestrain.
 - Keeping the screen clean.

- Reporting to their manager any problems associated with use of the equipment.
- Planning work so that there are breaks away from the workstation.

Seating and posture for typical office tasks:

- Good lumbar support from the office seating
- Seat height and back adjustability
- No excess pressure on underside of thighs and backs of knees
- Foot support provided if needed
- Space for postural change, no obstacles should be under the desk
- Forearms approximately horizontal
- Minimal extensions, flexing or straining of wrists
- Screen height and angle should allow for comfortable head position
- Space in front of keyboard to support hand/wrists during pauses in typing.

Safety Checks

We make sure the nursery is a safe environment for children, parents, staff and visitors by carrying out safety checks on a regular basis in accordance with the timescales set out in the nursery checklists. These include daily checks of the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas. The checks are recorded to show any issues and solutions.

This policy should be read in conjunction with the fire safety, risk assessments, visits and outings and the equipment and resources policies.

All staff should be aware of potential hazards in the nursery environment and monitor safety at all times.

Risk assessments

Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked and by whom.

The nursery carries out written risk assessments at least annually. These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance.

All outings away from the nursery are individually risk assessed. For more details refer to our Risk Assessment Policy & our Supervision of children on outings Policy for more details.

Electrical equipment

- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level
- Electrical sockets are all risk assessed and any appropriate safety measures are in place to ensure the safety of the children.

Mains information

Locations of:

- Water stop tap:
- Gas point: Basement
- Fuse box: Basement
- Main electricity box: Basement

Dangerous substances

All dangerous substances including chemicals MUST be kept in locked areas out of children's reach. All substances must be kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments must be kept for all substances and the appropriate personal protection taken and used e.g. gloves, apron and goggles.

Hot drinks and food

Hot drinks must only be consumed in the children's rooms if using a cup with a secure lid. No canned drinks, sweets or crisps are to be kept or consumed in the nursery rooms.

Transport and outings

The nursery has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures including the arrangements for transporting and the supervision of children when away from the nursery.

Room temperatures

- Staff should be aware of room temperatures in the nursery and should ensure that they are suitable at all times and recorded on the appropriate sheet. There is a thermometer in each room to ensure this is monitored.
- Staff must always be aware of the dangers of babies and young children being too warm or too cold
- Temperatures should not fall below 18°C in the baby rooms and 16°C in all other areas
- Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

Water supplies

- A fresh drinking supply is available and accessible to all children, staff and visitors
- All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

Manual Handling

We recognise that staff need to carry out manual handling especially in relation to lifting children. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nursery's manual handling policy. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

We know that lifting and carrying children is different to carrying static loads and therefore our manual handling training reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

Preventing injuries

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re- design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist-moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippy flooring
- Lighting should be adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you

- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

Carrying children

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the child a long distance
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant staff members will not carry children.

Position

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

Lifting

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

Moving the child or load

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

The environment

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

The individual

- Never attempt manual handling unless you have been trained and given permission to do so.
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and age/stage appropriate encourage children to use ladders up to the changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process.
- Use cots with a drop down side and avoid bending to lift babies from their cot.

The policy is kept up to date and reviewed especially when the nursery changes in nature and size. It is revised annually, or as and when required. We therefore welcome any useful comments from members of staff, parents and visitors regarding this policy.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

No smoking policy

At ***Twinkle Toes Day Nursery***, we are committed to promoting children's health and well-being. This is of the upmost importance for the nursery. Smoking has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke in enclosed places.

All persons must abstain from smoking while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises.

Staff accompanying children outside the nursery, are not permitted to smoke. We also request that parents accompanying nursery children on outings refrain from smoking while caring for the children.

Staff who smoke do not do so during working hours, unless on a break and off the premises. However, Staff who smoke may do so during their break make every effort to reduce the effect of the odour and

lingering effects of passive smoking for children and colleagues.

We respect that smoking is a personal choice, although as an organisation we support healthy lifestyles. We aim to help staff and parents to stop smoking by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - www.smokefree.nhs.uk
- Offering information regarding products that are available to help stop smoking

This policy also applies to electronic cigarettes.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Risk assessment policy

Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.

The law does not require that all risk is eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

The basis of this policy is risk assessment following five steps risk assessment processes:

- Identification of risk - where is it and what is it?
- Who is at risk - childcare staff, children, parents, cooks, cleaners etc?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did
- Control measures to reduce / eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review - how do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution

The nursery manager has undertaken training and ensure that all staff, students and volunteers have adequate training in health and safety matters.

Procedures

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

- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
- The nursery manager will ensure that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.
- The nursery manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.

The nursery manager ensures that staff members carry out risk assessments for work practice including:

- Changing children;
- Preparation and serving of food/drink for children;
- Children with allergies;
- Cooking activities with children;
- Supervising outdoor play and indoor/outdoor climbing equipment;
- Putting babies or young children to sleep;
- Assessment, use and storage of equipment for disabled children;
- The use and storage of substances which may be hazardous to health, such as cleaning chemicals;
- Visitors to the setting who are bring equipment or animals as part of children's learning experiences; and
- Following any incidents involving threats against staff or volunteers.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Outing policy

The following policy will apply should a nursery trip be organised to ensure that children are properly cared for away from the registered nursery.

The nursery is committed to ensuring that all children are taken out as regularly as possible. This will be subject to weather conditions and other relevant circumstances i.e. adult/child ratio, the type of activity, the ages and safety of children. A risk assessment has been carried out to include adult: child ratios, taking into account the nature of the outing.

Parents/carers sign the enrolment form to give consent for their child/ren to be taken off the premises for a non-motorised outing.

In order to ensure that children are properly cared for at all times, the following must be adhered to when off the premises.

The following things should be left with the manager before any trips take place: An outings form is to be

completed stating:

- The names of the practitioners and children who are going on the trip
- The destination of the visit
- Emergency phone numbers for the children
- The nursery mobile number (should the need for them to be contacted arise).

The following things should be taken on all trips away from the nursery.

- A nursery mobile phone on outings for emergency use only
- A list of all children and staff including contact information, medical conditions should be taken.
- A suitably stocked First Aid box should be taken on all trips.
- Some wet wipes, toilet roll
- Spare clothes/nappies
- Drinks (particularly in hot weather)
- Bags for any rubbish
- Emergency contact forms
- Any medication needed for children i.e. inhalers

It is expected that children will arrive at nursery dressed appropriately for the weather.

Sunhats/sun-cream should be taken out on all summer trips (provided by parents) ensuring the safety of children.

Emergency Procedure for accidents

In the event of an accident staff will:

- Administer first aid if it is required whilst ensuring that the remaining children are supervised and ratios are maintained.
- Call an ambulance if one is required.
- Inform personnel at the venue if applicable.
- Inform the manager or supervisor about the accident.
- Contact the parents /carer or emergency contact.
- Ensure that if the parent is unavailable a member of staff will accompany the child in the ambulance should this be necessary.
- Make arrangements for the remainder of the group, depending on the circumstances of the emergency.
- A record of the accident/ incident will be completed.
- In the case of any serious accident /injury Ofsted and RIDDOR will be informed.

Lost Child Procedure from Outings

At Twinkle Toes Nursery we are committed to promoting children's safety and welfare. This includes where children are on outings and visits. We carry out regular head counts of children throughout any outing or visit. In the unlikely event of a child going missing whilst on an outing we have the following procedure, which we implement immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing.

- The organiser will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout.
- If appropriate, on-site security will also be informed and a description given.
- The designated person in charge will immediately inform the police.
- The designated person in charge will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, the person in charge will take all contact details on the trip.
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children.
- It will be the designated person in charge or the manager's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff).
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, which was lost, time identified, notification to police and findings.
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure.
- Ofsted must be contacted and informed of any incidents.
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.
- In any cases with media attention staff will not speak to any media representatives.
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

Transported Outings

Twinkle Toes Day Nursery takes the safety of children seriously and realises the responsibilities required when transporting children. We will ensure all legal requirements are met.

- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- We will ensure that seat belts are worn whilst travelling in vehicles and those booster seats and child safety seats are used as appropriate to the age of the child.
- As a precaution, we will ensure that children do not eat when travelling in vehicles.
- We will ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children and are not included in the ratios.

The above local outings policy will apply to all trips outside the nursery. In addition to this policy, the following will also be adhered to:

When hired or public transport is used the safety of the children must be ensured. Records will be kept about the vehicles in which children are transported, including insurance details and a list of named drivers. Drivers using their own transport will have adequate insurance cover.

The following will be checks will also be carried out:

- Suitable restraints (seat belts) are provided and are functional in the vehicle.
 - The vehicle is covered by insurance and has an up to date MOT certificate.

If possible confirmation of the above should be received in writing from the transport company.

Cars

- We will ensure that there is one seat per child.
- The vehicle will have a valid M.O.T. certificate.
- The vehicle will have a working fire extinguisher.
- The vehicle will carry a first aid kit.
- We will ensure that no side facing seats are used.
- The setting will be insured for liabilities to third parties, (which covers passengers in the vehicle).
- The driver will hold a full licence.
- If there are four children or more then, at least one non-driving escort will be in the vehicle.
- We will obtain written permission from parents prior to transporting children.

Minibuses

- We will ensure that there is one seat per child.
- All seats will be equipped with appropriate seat belts.
- The vehicle will have a valid M.O.T. certificate and appropriate insurance.
- The vehicle will have a fire extinguisher and first aid kit.
- If there are four children or more then, at least one non-driving escort will be in the vehicle.
- We will obtain written permission from parents prior to transporting children.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Care of children off premises

In order to ensure that all children are properly cared for at all times, the following must be adhered to when off of the premises:

- A minimum of Adult : Child Ratio is adhered to
- A minimum of two adults to be present at all times (at least one of which is a Level 3 practitioner and holds a valid Paediatric first aid certificate)
- Children to be kept in the pushchair, on reins or on the walk-o-dile whilst getting to the destination safely.

Practitioner to complete

I have read the nursery's Supervision of Children on outings policy, the outdoor risk assessment and the risk assessment (please add specific risk assessment) and I am signing this form to say that I will adhere to it when taking the children off the nursery premises.

The following things will be taken with us on all trips away from the nursery:

- A list of all the children and staff that are going
 - A Charged mobile phone for emergency use only

- A copy of the children's emergency contact details, medical conditions
- Any children's medication required whilst off the premises
- A suitably stocked first aid kit
- Wet wipes
- Toilet roll
- Spare nappies and clothes
- Drinks (particularly in hot weather)
- Bags for rubbish

Practitioners signature:	
Date:	

[Form to be given to the manger](#)

Destination	Number of children going	Names of staff going	Phone number of mobile phone taken

Full day outings

Leader and contact number	
Deputy leader and contact number	
Venue name Address	
Telephone number	
Preliminary visit made/information received	
Date and time of outing	
Itinerary	
Number of children	
Age of children	
Children with special needs/disabilities requirements	
Risk assessment completed	
By whom? Please attach copy	
Adult/child ratio	
Group supervisor Special skills needed	
Supervisor and staff names	
Include contact numbers and special skills	
Travel arrangements	
E.g. public/private, company used, times, emergency etc.	
Financial arrangements/ information/cost per child	
E.g. venue, travel, insurance costs, funding available	
Insurance information	
E.g. type of insurance, cover, who's covered, emergency contact details	
Emergency procedures	
E.g. who's in charge, recording incidents, liaison with others	

First aid provision	
E.g. first aiders, responsible person, venue, travel provision	
Aims and objectives of outing, learning and development links including outing activities	
E.g. what to expect at venue, where children will go, what they will do, what learning will take place	
Pre-visit activities	
E.g. what learning will have taken place before the outing	
Post-visit activities/follow up	
E.g. what learning/consolidation will take place after the outing	
Organisation leader's consent	
Must be signed by organisational leader	

Outing evaluation

Venue	
E.g. suitability, facilities, content, attitude to clients	
Transport	
E.g. helpfulness, reliability, attitude to clients	
Itineraries and activities at the venue	
E.g. what worked and didn't work, which were most effective	
Pre-visit activities	
Post-visit activities	
Children's enjoyment and learning outcomes	
Outcomes across EYFS	
Key interests that emerged	

Visitor's policy

At Twinkle Toes Day Nursery, we aim to protect the children in our care at all times. This includes making sure any visitors to the nursery are properly identified and supervised.

All visitors must sign the visitors' book on arrival and departure. Where applicable, visitors' identity should be checked, e.g. Ofsted inspectors or colleagues attending in a professional capacity such as speech and language therapists. Visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches where applicable.

All visitors are given and should wear a visitor's badge to identify themselves to staff and parents within the nursery. A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

Security

- Staff must check the identity of any visitors they do not recognise before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitors' Book and accompanied by a member of staff at all times while in the building
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander
- Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery
- The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Equal opportunities

Equal opportunities and inclusion policy

Twinkle Toes Nursery aims to be an inclusive nursery. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our nursery:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an Additional Language;
- Children with Special Educational Needs;
- Gifted and talented children;
- Children who are at risk of disaffection or exclusion;
- Travellers and asylum seekers.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

In line with the Early Years Foundation Stage (EYFS), Twinkle Toes Day Nursery believes that all children are individuals and have an equal right to be listened to and be valued.

Nursery practitioners ensure all children have the opportunity to reach their full potential and ensure children and their families are treated fairly regardless of race, sex, disability, age, religion or sexual orientation. Twinkle Toes Day Nursery is committed to providing an inclusive environment that celebrates diversity and works with parents/carers to ensure that every child is able to access nursery care and education that stretches their learning and development.

Twinkle Toes day Nursery are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting.

We aim to:

- Promote equality and value diversity within [our/my] service and foster good relations with the local community;
- Actively include all families and value the positive contribution they make to [our/my] service;
- Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- Provide a secure and accessible environment in which every child feels safe and equally included;
- Improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- Challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - Age;
 - Gender;
 - Gender reassignment;
 - Marital status;
 - Pregnancy and maternity;
 - Race;
 - Disability;
 - Sexual orientation; and

- Religion or belief.

Where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

Who is responsible for the implementation of the policy?

All practitioners will be involved in developing and implementing the Equal Opportunities policy. **Sumaya Ahmed** is the designated practitioner with particular responsibility for equal opportunities.

What are we trying to achieve with the children and their families?

Admissions

Twinkle Toes day Nursery is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system We do not discriminate against a child or their family in our service provision, including preventing their entry to our nursery based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We will provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - Direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
 - Indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - Discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - Association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
 - Displaying of openly discriminatory and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, [our/my] premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment (Please see our Safe Recruitment Policy for more information)

We advertise posts 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 suitability checks. This ensures fairness in the selection process. All of our 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. The nursery will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

- Commitment to implementing the nursery's Equal Opportunities Policy will form part of the job description for all workers.

Induction

- Practitioners are informed of the Equal Opportunities policy on induction.

On-going Training

- Practitioners are informed and updated on new legislation, and are trained accordingly.
- Practitioners are given the opportunity to attend courses for personal development and to improve their knowledge about inclusion. This area of practice is revisited on a regular basis to ensure that all practitioners are reminded of the nursery's policy and procedure and can behave appropriately.
- The nursery will review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

The Early Years Foundation Stage is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. Our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking and reflection.

We meet these needs through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of children;
- Providing other curricular opportunities outside the Early Years Foundation Stage to meet the needs of individuals or groups of children.

All children will be respected and their individuality and potential recognised, valued and nurtured. Planning will ensure that activities/experiences offered are age/stage appropriate and accessible to all children within group. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

The nursery ensures that our practice is fully inclusive by:

- Creating an environment of mutual respect and tolerance;
- Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Positively reflecting the widest possible range of communities within resources;
- Avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- Celebrating locally observed festivals and holy days;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- Ensuring that disabled children with and without special educational needs are fully supported;
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Environment

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- Undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we will make reasonable adjustments to accommodate the needs of disabled children and adults.
- Fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Language

Information, written and spoken, will be clearly communicated in as many languages as possible. It will be acknowledged that not all carers will have good reading or writing skills and verbal explanations may be more appropriate than written communication. Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the nursery.

Teaching

At the nursery we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that all children are achieving as much as they can. We also make on-going assessments of each child's progress. Practitioners use this information when planning. It enables practitioners to take into account the abilities of all the children in the setting.

When the attainment of a child falls significantly below the expected level, practitioners enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, practitioners use appropriate resources and learning styles, and extend the breadth of work within the area or areas for which the child shows particular aptitude.

The practitioner's ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate safely, in clothing that is appropriate to their religious beliefs;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Valuing diversity in families

The nursery recognises that many different types of family successfully love and care for children. (How do you show that you value differences, ensure good communication and liaise with parents to ensure children's records contain relevant information?)

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Children with disabilities

Some children in our nursery may have disabilities and consequently may need additional resources. The nursery is committed to providing an environment that allows these children full access to all areas of learning. All our entrances are wide enough for wheelchair access, and the designated points of entry for our nursery also allow wheelchair access.

All practitioners change learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities.

In their planning practitioners ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. All practitioners ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work, or when using, for example, visual aids;
- Is adapted or offers alternative activities in those areas of learning where children are unable to manipulate tools or equipment, or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their learning
- Includes approaches that allow hearing-impaired children to learn about sound and music, and visually impaired children to learn about light using visual resources and images.

- uses assessment techniques that reflect their individual needs and abilities.

Special needs

The nursery recognises the wide range of special needs of children and families in the community, and will consider what part it can play in meeting these needs. Please see the Special Educational Needs Policy for further information.

Food and Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the nursery, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

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

In order to achieve this, we aim to acknowledge all the festivals, which are celebrated by the families involved in the nursery:

- Children will be made aware of the festivals, which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
- Before introducing a festival with which the adults in the nursery are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
- Children and families who celebrate at home festivals with which the rest of the nursery is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so.
- Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We will positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Dealing with Discriminatory Behaviour

At Twinkle Toes Day Nursery we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents any perceived or actual relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

Definition and legal framework

Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic.
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic.
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic.
- **Indirect discrimination** can occur where a provision, criterion or practice is in place, which applies to everyone in the organisation, but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim.
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'.
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

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

Incidents may involve a small or large number of persons, they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people.
- Derogatory name calling, insults and discriminatory jokes.
- Graffiti and other written insults (depending on the nature of what is written).
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature.
- Threats against a person or group of people pertaining to the nine protected characteristics listed above.
- Discriminatory comments including ridicule made in the course of discussions.
- Patronising words or actions.

Our procedures

We tackle discrimination by:

- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour or bullying taking place in person or via an online arena.
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members.
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing: the parents of the child (ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents.
- Patterns of behaviour are identified.
- Persistent offenders are identified.
- Effectiveness of nursery policies is monitored.
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding Policy in order to safeguard children and families concerned.

Nursery staff

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is compulsory upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

Complaints procedure

Please see the Complaints policy should you be dissatisfied with the provision

Review

At Twinkle Toes Day Nursery we achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing children to live in a diverse society?

This policy will reflect our up to date knowledge and practice. It will be signed, dated and reviewed annually.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st September 2022

Next review: September 2023

Discriminatory Behaviour form

Date:

Name of person with issue: Description of situation:

Investigation of situation:-

Present:- Comments:-

Resolve:-

Signed:-
(Nursery Manager)

Special educational needs policy

This policy has been created with regard to:

- The SEND Code Of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- EYFS

Twinkle Toes Day Nursery is committed to making our setting inclusive and accessible to all children and to making sure that children are able to reach their full potential. The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At Twinkle Toes Day Nursery we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

We seek to support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns whilst working in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.

Statement of Intent

At Twinkle Toes Day Nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working in partnership with parents in order to meet their child's individual needs and develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

The nursery will undertake a Progress Check of all children at age two in accordance with the Statutory Framework for the Early Years Foundation Stage and the Code of Practice. Through observations, we link them to the curriculum and these contribute to the child's learning journey. As a staff team, we then meet on a termly basis where all children are discussed to agree progress and children that may not be making expected progress are identified and targeted actions agreed. If a child were to remain in the nursery to complete their reception year with us, then we would also undertake an assessment in the final term of the year in which a child turns five to prepare an EYFS Profile of the child.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the nursery according to their individual needs.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice.
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities.
- Include all children and their families in our provision.
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies.
- Ensure that children who learn at an accelerated pace e.g. gifted and talented children are also supported.
- Encourage children to value and respect others.
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice.
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed.
 - Challenge inappropriate attitudes and practices.

- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspects of play and learning.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required.
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need.

The role of the Special Educational Needs Co-ordinator (SENCO)

We have one named Special Educational Needs Coordinator (SENCO). The SENCO is responsible for monitoring the needs and progress of children with SEN. The SENCO will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.

Our named SENCO is **Sumaya Ahmed**.

The role of the SENCO in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting.
- Taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENCO and share their name with parents.
- Have high aspirations for all children and support them to achieve to their full potential.
- Develop respectful partnerships with parents and families.
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and where possible include the thoughts and feelings voiced by the child.
- Signpost parents and families to our Local Offer in order to access local support and services.
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions.
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity.
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities.
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities.
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools.
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND.
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability

- Review children's progress and support plans every 6 weeks and work with parents to agree on further support plans.
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided.
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education and Healthcare (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Provide a complaints procedure and make available to all parents.
- Monitor and review our policy and procedures annually.

Identifying and supporting children with SEND at Twinkle Toes Day Nursery.

The Key Person carefully observes all children to assess their progress and provide appropriate learning experiences. All children's progress is documented through their learning journey and progress summaries.

Strategies employed to enable the child to progress will be recorded within a targeted plan. This will include information about:

- The short-term targets set for the child,
- The teaching strategies
- The provision to be put in place,
- When the plan is to be reviewed
- The outcome of the action taken.

Sometimes a child may require extra support because:

- They find it harder to learn than their peers;
- They have persistent emotional or behavioural difficulties;
- They have sensory or physical problems (despite use of aids and/or equipment);
- They have communication and/or interaction difficulties.

In such cases these concerns would be shared with the nursery SENCO, who would arrange to meet parents to discuss how best to help the child. Staff would then take into account the child's needs when planning the curriculum and make any adjustments to facilitate their learning. They would record observations and progress made, and the SENCO would arrange a time to feedback to parents.

In order to meet the needs of all children, including those with SEN, we consider the following issues:

-Access

The nursery is based on two floors, which has a ground floor. A risk assessment will be carried out on an individual basis in regards to exiting the building in the case of a fire.

-Activities

The nursery will ensure that all children are treated with equal concern and respect and encouraged to take part in the activities that are provided. The nursery will provide a broad, balanced and differentiated curriculum for all children to access and we will assess the specific needs of every child and take the

relevant steps to adapt our facilities and activities to meet the needs of everyone.

-Admissions

Twinkle Toes Day Nursery holds to an equal opportunities policy for admissions. It seeks to ensure that all children have access to a broad and balanced curriculum, with a full range of learning experiences; we will see that no child is disadvantaged because of family background, disability, culture or special educational needs. They are admitted to the setting following discussions with parents/carers about how we can support their child and the family as a whole.

-Environment

The nursery's ethos is to support all children's interest and abilities. These will be adapted to suit an individual child. Our ethos *"to help little toes step into a brighter future by providing a rich and inclusive environment"*.

-Partnership with parents

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. This setting recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Our policy is to maintain open communication with parents through both informal conversations and arranged meetings. The nursery will actively provide parents with independent advice and support as and when needed. We will always consult parents before contacting external agencies.

- Resources and equipment

The nursery has easy accessible toilets and changing facility available and is all on one level. Specialist equipment will be used if recommended by specialist teachers or health professionals.

-Staffing arrangements

Where needed, additional funding will be sought in order to provide a 1:1 practitioner for those that need it.

-Training of staff

Staffs is encouraged to attend courses such as those arranged by Newham Services, SEN inclusion service and the Psychology Service. This has included learning about children with disabilities; communication, speech and language problems; and autism awareness.

Transitions

Children with Special Educational Needs and their families will need extra support during times of change. Twinkle Toes Day Nursery helps transitions to be as smooth as possible by:

- Preparing a visual timetable of the day's activities so that all children and parents can understand their routines.

- Establishing a key person who will support the child through changes during the day.
- Ensuring that information about the child's experiences is passed on. Photos, 'home made' books, examples of work, and recording devices can be used to pass on information.
- Making sure that the child knows and understands what's going to happen next and reassure them that they are safe and their needs will be met.
- Having clear roles and responsibilities for staff.
- Aiming to use the skills of your support staff to help the child become more independent – to build relationships with other children and learn new skills.
- Ensuring continuity with a diary.

Graduated Approach

Twinkle Toes Day Nursery use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress and we will ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO will also ensure that appropriate records are kept including a record of children using the graduated response approach. The practitioner usually responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Where appropriate, we will take into account children's views and wishes in decisions being made about them, relevant to their level understanding.

Assess

In identifying a child as needing SEN support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the key person and the SENCO, in consultation with the parent, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans are developed with the key person, the child's parents and the nursery SENCO and these take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Assess - The key person works with the setting SENCO and the child's parents and brings together all the information, then analyses the child's needs.

Plan - The key person and the SENCO will agree, in consultation with the parent, the outcomes they are seeking for the child, the interventions and support to be put in place, the expected impact on progress, development and behaviour and finally a date for review.

Do - The child's key person implements the agreed interventions or programmes

Review - On the agreed date, the key person and SENCO working with the child's parents, and taking into account the child's views, will review the effectiveness of the support and the impact of the support on the child's progress. They will then evaluate the impact and quality of support on the child.

Education and Health Plan (EHC)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including

- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEN
- Evidence of the action already being taken by us as the early years provider to meet the child's SEN
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

Confidentiality

All information will remain confidential and only be shared with other professionals with parental permission.

Complaints

If parents are in anyway unhappy about this provision they should make an appointment to see the SENCO or Nursery Manager to discuss the issues that have a concern.

If after meeting and parents/carers feel there's still an issue then other advice can be sought from the Special Educational Needs 'Resolving a Disagreement' leaflet, where there is a mediator to help resolve any issues or concerns. This leaflet can be found on our SEND Board. Alternatively there is a parent partnership service available to help.

Reviewing our policy

We will monitor and evaluate our Special Needs Policy annually, or as new initiatives arise. As a means, we will use management meetings, external agencies, courses and feedback from parents.