



*Moat Barn • Hasketon • Woodbridge • Suffolk • IP13 6JW*  
**Telephone 01473 738282**

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# Moat Barn Nursery

# POLICIES

OFSTED registration EY501515

Updated March 202

## MOAT BARN NURSERY

### POLICIES

#### **Responsible Person:**

Health & Safety	Amanda Pheasant
Safeguarding Children	Tina Hulkes Deputy: Amanda Pheasant
SEND	Tina Hulkes Deputy: Ellie Pitts
First Aid Supplies	Emma Felgate
Behaviour	Amy King
Equal Opportunities	Tina Hulkes
Accident/Incident/Medicine Record	Amanda Pheasant (safeguarding officer)

# **CHILD PROTECTION** **STATEMENT**

Moat Barn Nursery is here to serve all children and families. We will listen and keep private anything you say to us. However, we are duty bound to inform the Child Protection Agencies if we have any concerns about the care a child is receiving away from this setting.

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All the policies in this document meet the requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) along with other legal Acts and requirements.

All policies will be reviewed annually and amended according to any change in law/legislation as it occurs.

## **Admissions and Settling in policy**

### **Aim**

Our setting is committed to providing a safe and secure environment in which the welfare of the children in our care is supported by our policies and procedures. It is our intention to make our nursery genuinely accessible to children and families from all sections of the local community. This policy aims to set out clear systems and procedures for a fair and consistent system for admission to our setting.

### **This policy is underpinned by:**

- **Children Act 1989**
- **Data Protection Act 1998**
- **Human Rights Act 2000**
- **Convention of the Rights of the Child, UNICEF 1989**
- **Race Relations Act 1976 (Amendment Act 2000)**
- **Sex Discrimination Act 1975 & 1986**
- **Early Years Foundation Stage 2008**
  - We use advertising and publicity to ensure all parents are aware of our nursery by appearing in local papers, having an easy and accessible website, information leaflets and an information board in the setting in more than one language if appropriate.
  - We ensure that information about the setting is accessible in both written and verbal form and where appropriate in other languages in order to support parents and carers whose first language is not English. When required we will try to provide information in Braille or through signing or an interpreter.
  - We ensure that no family are discriminated against, whether it's race, gender, religion, language, learning difficulties or disabilities, ability or socio-economic background by treating everyone as an individual. We achieve this by having toys appropriate for all genders, races and abilities and by having different language signs and notices around the setting.
  - We ensure that our Equality Opportunity Policy is accessible to all and adhered to.
  - We would prioritise admissions to our nursery on an emergency basis i.e. a child on the child protection register needing immediate childcare would be accepted first.
  - The procedure for admissions is we encourage **All** prospective parents to visit the nursery by ringing to make an appointment to look around the nursery.
  - Details of all prospective parents are recorded on an enquiries form and the information is held on file in the nursery for 3 months.

- When the parents visit we ensure they are informed of all appropriate funding which they could access. Parents are shown round and introduced to any staff that are present on that day and may ask any questions they may have.
- They are given a prospectus along with our terms and conditions to take away with them to look at, at their leisure.
- We regularly consult with parents/carers.
- Completion of the registration form and payment of the appropriate registration fee if applicable will enter a child onto the waiting list for the allocation of places. Should one be needed it will be arranged in order of application, except for emergency admissions. Priority would be given to a sibling of a child already attending the nursery.
- The procedures for registering a child take place after looking around the nursery.
- A registration form at the back of the prospectus is filled in and sent back to nursery along with a registration fee for all children, signed copy of the terms and conditions. A registration fee is charged. If a parent cancels their booking within 6 weeks of starting no refund will be received.
- A letter of confirmation is sent on receiving these details with a provisional date for a home visit if requested and for a free 1 and a half hour trial session. Also enclosed is a child's care form and permission forms to be filled in to give staff an overview of the child as they start with us.
- We allocate a Key Person to each child and his/her family before she/he starts to attend; the Key Person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- To support the child and parents with the transition to nursery we offer a 'Home Visit'. This will involve the Key Person and a member of management visiting the family at home to meet with the child in their own environment. We would take this opportunity to go through the 'On Entry Data' sheet that we complete with parents to find out as much about the child before they start to enable us to begin planning for the child as quickly as possible. If the family choose not to have a 'Home Visit' the parents will be asked to complete the 'On Entry Data' sheet at the child's trial session or as soon as practicably possible.
- We record and monitor the gender and ethnic background of children attending the nursery by adding this to the registration form which is filled in as the children join the group to ensure that no accidental discrimination is taking place and to ensure our intake represents the social diversity of our local community and we meet the needs of our local community.
- We share information about this by informing all staff of any particular needs.
- We organise pre-visits to the nursery which consists of a two x two hour free trial. Parents are free to stay during this trial, or some of the trial or can leave straight away. An all about

me form will also be filled out by the parents to allow staff members to know more about the child i.e. likes/dislikes, comfort toys/objects etc.

- We make sure that we consider every child as an individual when attending the nursery by providing age and ability appropriate toys, observing and planning with the children's interests taken into consideration and knowing their likes and dislikes and incorporating these within the nursery.
- The procedures we have within the nursery for ensuring that each child settles in at their own pace are to allow them to bring in comfort objects/toys. An assigned Key Person will be available for welcoming the child and ensuring they feel comforted and happy and to liaise with the parents. All children under 3 years of age have a daily diary which their Key Person completes to allow the parents to learn about their child's day.
- Parents will be informed of our settling-in procedure when they come to visit the nursery and by reading the information in the prospectus given to them. We will keep parents updated on their child's progress by completing an online learning journey and liaising with the parents.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- Upon registration of a child we make parents aware that there is help they can access with regards to fees for example: 2, 3 and 4 year old 15 universal/30 extended hours funding per week. Parents are advised the funding can be claimed for a session no longer than 10 hours a day.
- During the induction process we explain to parents/carers the procedures that should be followed if their child is absent.
- We are flexible about attendance patterns to accommodate the needs of individual children and their families providing the stretched entitlement for the early years funding allowing parents to 'stretch' their child's entitlement by taking fewer free hours a week over more weeks of the year.
- We will work closely with our parents/carers to encourage them to take up their child's full free entitlement. We are committed in supporting children and their families to access their full entitlement as key findings from the Effective Provision of Pre-School Education (EPPE) Project, DFES, 2004 – Brief No: RBX15-03 details the impact of attending a Pre-School centre. Pre-School experience compared to none, enhances children's development. The duration of attendance is important with an earlier start being related to better intellectual development and improved independence, concentration and sociability. Full time attendance led to no better gains for children than part-time provision. Disadvantaged children in particular can benefit significantly from good quality Pre-School experiences, especially if they attend centre's that cater for a mixture of children from different social backgrounds.
- Parents can enrol their children for funded hours from after the half term prior to the child commencing their sessions with us. For example; if you would like your child to start in January they can be enrolled from after the October half term. All funding can be used term time only or it can be stretched through the holidays and you can share it between settings.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Feb 2020

Date to be reviewed: Feb 2020  
(or earlier if a change occurs)

## **Arrival and Departures and Securing the Premises**

### **Aim**

To ensure all children and staff remain safe within the premises at all times.

### **This policy is underpinned by:**

- **Children Act 1989**
- **Data Protection Act 1998**
- **The Protection of Children Act 1999**
- **Freedom of Information Act 2000**
- **Human Rights Act 2000**

### **Security measures**

- The main entrance has a security system. Parents are encouraged to ring the door bell. A staff member will then allow access.
- Visitors are required to use the door buzzer and there is an intercom for staff to talk to visitors before the door is unlocked. Visitors will be required to show their identification pass if relevant to the staff before entering the premises.
- Parents and visitors are made aware of the security measures when entering and leaving nursery .
- All visitors are required to sign in and out of 'the Visitor's Book' which asks for entry/exit times and the purpose of their visit. Visitor mobile phones and electric devices are left in nursery office or if required to use them for the purpose of their visit they are supervised at all times.
- The front door is locked every evening with a key. Only Senior Staff and staff who are required to open and close the nursery have a key for the front door.
- The back gate is secured by a top bolt. All staff members are aware of the code in case this back gate needs opening for an evacuation.
- Internal safety gates are in used wherever necessary
- All outdoor areas are securely fenced. An 'Outdoor Check' is completed every morning before the children go outside to check the outside area is safe and secure.
- All fire exits remain unlocked throughout the day. Fire doors are left clear of obstructions at all times.

- Only staff can access the kitchen, children are not allowed access at any time.

### **Systems for arrivals and departures**

- All arrivals and departures of children are recorded in a book as parents/children enter the premises. When leaving the premises parents/carer must sign their child out and the time which they leave.
- If parents wish to have an adult collect their child whom we have not seen before, we use a password system, a password is chosen to be given on collection and the parents is responsible to passing this password onto the adult who will be collecting. We will then ask for this password on collection and will contact the child's parents if the password given is incorrect. No child is released to any adult who does not have parental responsibility without the prior consent of a parent/carer.
- If an adult comes to collect a child and is not known to the nursery, details of this person are taken and the relevant parent is called to ensure it is appropriate for their child to go home with this person.
- All staff must sign themselves in and out of the setting.

### **Changes on premises**

When changes occur within the setting which may affect the level of care and space available to the children we inform **Ofsted** of these changes.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: February 2020

Date to be reviewed: Feb 2020  
(or earlier if a change occurs)

## **Behaviour Management Policy**

### **Aim**

- To ensure that all members of staff, parents and children have a clear understanding of our agreed code of behaviour.
- We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop play and learning without fear of being hurt or hindered by anyone else.
- We aim to develop a sense of caring and respect for one another.
- We aim to develop a range of social skills and an understanding of our diverse society.
- We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.
- We ensure that racism and other kinds of discriminatory behaviour including bullying (physical – including hitting, kicking; verbal – including name calling, offensive remarks and exclusion) will be challenged.
- We would wish to promote a friendly and caring atmosphere through example, to be aware of each child's individual needs and to have appropriate expectations of each child.

### **This policy is underpinned by:**

- **Childrens Act 1989**
- **UN Convention on the Rights of the Child**
- **EYFS Statutory Framework**
- **The Use of Force to Control to Restrain Pupils – Guidance for Schools in England' published by The Department for Education.**

### **In order to achieve our aim we:**

- We have a named practitioner, Amy King, who is responsible for behaviour support issues and she will liaise with other staff members and inform parents, ensuring everyone is aware of the Behaviour Support Policy and that it is put into practice in the setting.
- Discuss and agree rules governing the conduct of the group and behaviour of the children.
- Ensure all adults in the nursery know that the rules must be applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Ensure all staff provide a positive model for the children with regard to friendliness, care and courtesy.

- Expect all staff in the nursery to praise and endorse desirable behaviour such as kindness and willingness to share.

Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour. By helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.

**When children behave in unacceptable ways:**

- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Children will never be sent out of a room by themselves.
- Techniques intended to single out and humiliate individual children such as a “naughty chair” will not be used. Toileting accidents will be treated with dignity, privacy and respect; these events are never treated as being naughty.
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern. Where behaviour guidance is considered to be necessary, we may seek help from an outside source in partnership with parents.
- In cases of misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. All incidents will be recorded and signed and dated by all parties.
- In any case of 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 unless a child’s health and safety is at risk.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children’s level of understanding and maturity.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the inappropriate aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions. Conflicts will be resolved by discussion and negotiation.
- Recurring problems will be tackled by the whole nursery, in partnership with the child’s parents, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child’s special needs.
- Children may use “bad” behaviour to seek attention, we reverse this by giving attention and praise to that child for any “good” behaviour, this will normally result in a general change in the behaviour of the child.

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **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 fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
- Members of staff have attended training courses to support them managing this type of play. All staff who attend training courses are required to provide notes of their learning and feedback at the next staff meeting. All staff training is recorded on the CWDC toolkit including our in house behaviour training recently attended by all staff.

### **Anti-Bullying policy**

- 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.
- Bullying in any form is considered unacceptable. This relates to instances involving children, staff or parents/carers. Any behaviour that is considered to amount to bullying will be recorded and addressed with the individual concerned.
- In the case of a child, this will be within the framework and procedures of the nurseries behaviour policy. Persistent bullying which cannot be resolved may eventually result in the child being excluded from nursery.

- Allegations of bullying involving members of staff will be dealt with through the framework and procedure of the nurseries discipline and grievances procedure.
- Repeated instances of behaviour that amount to bullying of staff by users of the nursery may result in the family being excluded from nursery.
- Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

#### **If a child bullies another child or children:**

- We 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 practise 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 circumstance 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;
- 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. Both these statements will be recorded, signed and dated.

#### **Rough and Tumble Play**

- Young children often engage in superhero and weapon play. This behaviour should not necessarily be identified as aggressive and hurtful behaviour but can become inappropriate at times and may need addressing.

- We recognise that rough and tumble play are normal for young children and are acceptable within limits.
- We develop and agree methods with the children to ensure they are aware of the boundaries so children are protected from being hurt.
- We make the most of learning opportunities, helping the children to consider alternative strategies for the heroes, considering conflict resolution.

### **Children Under 3 Years**

- When children under 3 years of age behave in inconsiderate ways we recognise that our methods of supporting them to improve their behaviour will need to be developmentally appropriate to their age and level of thinking.
- We appreciate that very young children can struggle to express their emotions and these can sometimes be expressed through challenging behaviour. Sensitive adult support is required to help the children.

### **Safe Restraint**

- Moat Barn Nursery is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody working within this setting to share this commitment. Physical intervention should 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 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 if at all possible on the same day. These records will be signed and dated.
- We minimise the need for force by creating a calm environment that minimises the risk of incidents arising which might require using force.
- We require staff to only use physical intervention when the potential consequences of not intervening are sufficiently serious to justify considering using force. Staff should assess whether the desired result cannot be achieved by any other means than by physical intervention.
- Staff will be kept informed about and advised how to deal with children who present particular risks to themselves or others (as a result of Special Needs and/or personal circumstances, such as domestic violence.) Staff may need training to undertake this.
- We have an incident sheet which is used to record any such occasions where physical intervention is necessary. These incident forms are reviewed by the Safeguarding Officer monthly.
- Any incident recorded of physical intervention used by a staff member would normally be discussed with parents on the same day or as soon after as possible. In some situations where

it is likely to result in significant harm to the child then the parents may not be informed. The Safeguarding Officer, together with the Senior Staff Team, would then contact the access team via Customer First for further support and advice.

- The staff member and the child would be supported as appropriate after the incident, including meeting individual physical needs and rebuilding relationships, and ensuring time was given to reflect on practice to find out if lessons can be learnt and a different approach might be tried in the future.
- We have a separate complaints Policy which specifies the routes available for parents to follow if they feel they wish to carry the incident further.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **Complaints Policy**

### **Aim**

We aim to offer a warm welcome to each individual child and family and to provide a safe and caring environment within which all children can develop and learn as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our setting at any time.

We believe that most complaints are made constructively and can be sorted out agreeably to everyone's benefit. We believe it is in the best interests of the nursery and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.

This policy supports the following legislation and government guidelines:

*Childcare Act 2006*

*Children Act 1989/2004*

### **Making concerns known**

- A parent who is uneasy about any aspect of their child's care should in the first instance discuss this with their child's Key Person, Key Person Buddy or Room Leader.
- A parent who feels they are concerned about any aspect of 'The Mulberry Bush Nursery' provision or practice may talk over their concerns with the Manager or Deputy Manager or Owner as appropriate. Or
- Complete a written complaints form, which is available on the Parents' notice board. This should then be passed to the Manager, Deputy Manager or Owner. Or
- Write a comment on a 'Comments Slip' which is available in the office and either pass to Manager, Deputy Manager or Owner or place in the 'Comments Box' which is in the Office.

### **Resolving concerns**

- Most concerns we aim to act upon and resolve at an early stage by engaging with the parent in discussion and by acting to remedy any problems in the best interest of the child. If the matter is not resolved satisfactorily within 2 weeks, the parent should again contact the Manager.
- If parents and nursery cannot reach an agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation.
- The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.

- The mediator will keep all discussions confidential. She/he will meet with all parties if requested and will keep a written agreed record of any discussions and any agreed outcomes.

### **The role of the registering authority**

- At any stage a parent has the right to contact Ofsted. The contact details for OFSTED are
- Ministerial and Public Communications Division  
Department for Education  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD
- [www.ofsted.gov.uk/early-years-and-childcare](http://www.ofsted.gov.uk/early-years-and-childcare)
- email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).
- phone 0300 1234666
- Ofsted have a duty to ensure that the 'Statutory Framework for the Early Years Foundation Stage' September 2012 conditions of registration are adhered to. Please read the 'Concerns and Complaints about Childcare Providers' which is displayed on the Parent's noticeboard in the mail cloakroom for more guidance
- In the case where OFSTED is contacted then both the parents and nursery would be informed and the nursery would carry out an investigation. Ofsted have a duty to tell you about the outcome of the investigation, and any action they take, or plan to take, as an outcome of the complaint within 28 days of receiving the complaint.

### **Allegations about Staff**

- If an allegation is made about a member of staff which may involve the safeguarding of a child then the nursery has a duty to refer the matter immediately to Customer First (Suffolk 0808 800 4005, Norfolk 0344 8008020) and the 'Local Authority Safeguarding Officer' (LADO – 0300 123 2044) . The contact details are displayed in the staff room, the office and on the parents noticeboard in the main cloakroom.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **Confidentiality and Data Protection Policy**

### **Aim**

To ensure that all practitioners are aware of the importance of confidentiality and Data Protection to maintain the safety of the children, parents and staff. This however must be balanced against the need to share information if this is in the best interests of the child.

We recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy works alongside our Privacy Notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and Data Protection Act 2018.

We follow The Paramouncy Principle as stated in the Children Act 1989.

*The children and young people in our care are our first priority, not the needs of their parents or the setting and its staff.*

### **The policy is underpinned by:**

- **Freedom of Information Act 2000**
- **Children's Act 1989, 2004**
- **Data Protection Act 1998**
- **Every Child Matters Change for Children 2004**
- **Human Rights Act 1998**
- **Early Years Foundation Stage 2008**
- **Data Protection Act 2018.**
- **General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR)**

### **Procedures**

It is our intention to respect the privacy of children and their families and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of confidentiality and that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the circumstances above
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs

- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

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

### **Informing Staff about confidentiality**

- Confidentiality is discussed briefly during interview but fully during the staff induction process.
- All students and volunteers are briefed on our Data Protection Confidentiality Policy during their induction process and are required to respect it.
- The matter of confidentiality is regarded as fundamental in our practice in order to safeguard the needs and legal rights of our children and their wider families. It is therefore covered in several of our Policies such as 'Confidentiality', 'Admissions & Settling- In', 'Employment and Recruitment' and 'Safeguarding & Promoting Children's Welfare' as well as 'Student & Volunteer Placement' and 'Whistleblowers.' Please read these policies for further detail.
- Staff are required to sign a Confidentiality Agreement stating that they will not discuss any aspect of the nursery to any person outside of their working remit. They further agree never to discuss the behaviour or development of any child to anybody apart from that child's parent or other relevant professional.
- We display prominently and adhere to the confidentiality statement as given in the 'Introduction to Safeguarding Children and Young People' (Suffolk County Council 2010/11).  
*'This setting is here to serve children and families.  
 We will listen and keep private what you say to us.  
 However, we have to inform the appropriate agencies  
 if we are concerned about the care a child is receiving'*

### **Informing Parents about Confidentiality**

- We inform parents/carers of our procedures and safeguards concerning confidentiality in our Registration Documentation, our Prospectus, our Terms and Conditions and our Policies.
- We advise parents of the importance of confidentiality and in the events like Christmas performances where photos are taken that these are not posted on any social networking sites etc.

### **Learning Journeys**

- Each child has a Key Person who contributes observations, assessments and planning into their record of development 'Learning Journey'. Each learning Journey is created on 'ILD' a secure online version of the Learning Journey. Parents are encouraged to actively contribute to the record with comments, updates and information regarding their child's interests.

- Parents are specifically asked to give their written permission for photographs to be taken to include in their Learning Journey and for information regarding their child's development to be passed to other shared settings. We also require Parent's Permission to pass the Learning Journey onto the child's next setting eg Primary School when they leave Moat Barn Nursery. We therefore request that parents give us the name and address of their next setting if possible.
- Parents are required to sign a ILD online Learning Journey agreement. This is an agreement by the parents not to use the information from their child's learning journey for personal use, for reference only and it will not be shared on any social networking site or publicised in any way.
- Each child's Learning journey is created on Tablets which are locked with pass codes only accessible to staff and each individual member of staff has their own account with pin numbers to access ILD.

### **Personal Information**

- All personal information given by the parents on their registration form is kept in a locked cabinet in the child's personal file. This is accessible by the appropriate staff to find out information to ensure the child is cared for individually with regards to any special needs such as allergies.
- Ofsted require us to keep records of each child's
  - Name
  - Home address
  - Date of birth
  - Gender
  - Special educational needs status
- Names and address of every parent and carer known to the provider which of these parents a child normally lives with
- Emergency contact details of the parents/carers
- All information stored on our computer system is password protected and the password is only known to senior members of staff.
- We are registered with the Information Commissioners Office under the Data Protection Act 1998.
- Ofsted require us to keep the names, home address and telephone number of all staff at the nursery. All personal information is kept in their staff personal files in a locked cabinet which is only accessible by the Management team of the Nursery. These are kept in accordance of the information of the retention period, between 6 months and 6 years depending on the type of document.

### **General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance**

In order to meet our requirements under GDPR we will also undertake the following:

1. We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language
2. We will use your data only for registration and developmental reasons and only contact you if any concerns of child welfare or development arise. We will not share or use your data for other purposes without prior permission.
3. Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).

### **Staff and volunteer information**

- All information and records relating to staff will be kept confidentially in a locked cabinet
- Individual staff may request to see their own personal file at any time.

We hold a data protection certificate from the IOC which can be found in the office.

### **Sharing information**

- In deciding whether there is a need to share information we follow legal guidelines regarding whether the information is confidential and in that case if there is a public interest sufficient to justify sharing. This could be when there is evidence that a child is suffering or at risk of significant harm; where there is reasonable cause to believe that a child is suffering or may be at risk of suffering; or to prevent significant harm including the prevention, detection and prosecution of serious harm to an adult.
- Information may be shared with other settings but only with parent's written consent such as passing on 'Development reports' from their Learning Journey.
- Sharing information is essential to enable early intervention to help children who need additional services to achieve positive outcomes.
- Information sharing is also vital to safeguarding and promoting the welfare of children.

### **Social Networking**

- Staff/students/volunteers are required to sign an agreement regarding 'Social Networking Sites'. This states that staff are not allowed to have parents as 'Friends' on any Social Networking Site or within any public domain. There is however some allowance given if the parent is a family member or a very long standing family friend. We require staff to be mindful of preserving the reputation of the nursery at all times whether you are discussing person's opinions, health related issues, conflicts or other work related area.
- Staff/students/volunteers may have personal contact with parents/friends via personal email accounts although it is still unacceptable to discuss any aspect of the nursery.
- Parents are advised not to post photos showing other children on any social networking site etc.

### **Mobile Phones/Smart watches**

- Staff are not permitted to have their mobile phones/smart watches in nursery any time.
- Staff are required to leave their mobile phone/smart watch in their car or staff room locker. They are permitted to use their phone during their lunch break in the staff room and they are then required to place it back in their car or staff room locker until the end of their shift.
- The nursery provides a nursery mobile phone without photographic/video facility which staff can take on outings/trips.
- All visitors are required to leave their mobile phones/smart watches in the office.
- Parents are asked to refrain from using their mobile phone whilst on the premises.

Please note certain watches will be allowed as long as there are no functions on them for receiving messages and it is used as a watch, heart rate monitor and CPO monitor for health reasons.

### **CCTV**

- CCTV is in place throughout the nursery. Please refer to the CCTV policy.

## Record Retention

This is subject to the laws relating to data protection and document retention.

We are required under legislation to keep certain records about children, parents and staff members. Due to this legislation, we are required to keep this information for a set amount of time.

Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with our Data Protection and Confidentiality and the Privacy Notice.

Children's records - A reasonable period after children have left the provision. We will follow the Local Authority procedure here and this states they should be kept for **3** years or until the next Ofsted inspection whichever is sooner.

Records relating to individual children e.g. care plans, speech and language referral forms – We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records.

Accidents and pre-existing injuries - If relevant to child protection we will keep these until the child reaches 25 years old.

Safeguarding Records and Cause for Concern forms – These will be kept until the child has reached 25 years old if file is closed due to no action taken within 9 months or this information is passed on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records.

Records of any reportable death, injury, disease or dangerous occurrence (for children) - As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 21 years and 3 months.

Records of any reportable death, injury, disease or dangerous occurrence (for staff) – 3 years

Type of accidents include fractures, broken limbs, serious head injuries or where the child is hospitalised.

Observation, planning and assessment records of children - We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children are either given to parents when the child leaves or to the next setting/school that the child moves to (with parents' permission).

Personnel files and training records (including disciplinary records and working time records) – 7 years

Visitors/signing in book – Up to 24 years as part of the child protection trail.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar2020

Date to be reviewed: Mar 2021

(or earlier if a change occurs)

## **CCTV Policy**

### **Introduction**

The Nursery uses closed circuit television (CCTV) images to provide a safe and secure environment for the children, employees and for visitors to the setting, and to protect the Nursery's property.

This policy sets out the use and management of the CCTV equipment and images in compliance with the Data Protection Act 1998 and the CCTV Code of Practice.

The CCTV facility records images only. There is no audio recording i.e. conversations are not recorded on CCTV (but see the section on covert recording).

### **Purposes of CCTV**

The purposes of the Nursery installing and using CCTV systems include:

- To assist in the prevention or detection of crime or equivalent malpractice.
- To assist in the identification and prosecution of offenders.
- To monitor the security of the business premises.
- To ensure that health and safety rules and Nursery procedures are being complied with.
- To assist with the identification of unauthorised actions or unsafe working practices that might result in disciplinary proceedings being instituted against employees and to assist in providing relevant evidence.
- To promote productivity and efficiency.

### **Location of Cameras**

Cameras are located at strategic points throughout the business premises, principally at the entrance and exit points. The Nursery has positioned the cameras so that they only cover communal or public areas on the business premises and they have been sited so that they provide clear images. No camera focuses, or will focus, on toilets, shower facilities, changing rooms, staff break rooms or private offices.

All cameras (with the exception of any that may be temporarily set up for covert recording) are also clearly visible.

Appropriate signs are prominently displayed so that employees, parents and other visitors are aware they are entering an area covered by CCTV.

### **Recording and Retention of Images**

Images produced by the CCTV equipment are intended to be as clear as possible so that they are effective for the purposes set out above. Maintenance checks of the equipment are undertaken on a regular basis to ensure it is working properly and that the media is producing high quality images.

Images may be recorded either in constant real-time (24 hours a day throughout the year), or only at certain times, as the needs of the business dictate.

As the recording system records digital images, any CCTV images that are held on the hard drive of a PC or server are deleted and overwritten on a recycling basis and, in any event, are not held for more than one month. Once a hard drive has reached the end of its use, it will be erased prior to disposal.

Images that are stored on, or transferred on to, removable media such as CDs are erased or destroyed once the purpose of the recording is no longer relevant. In normal circumstances, this will be a period of one month. However, where a law enforcement agency is investigating a crime, images may need to be retained for a longer period.

### **Access to and disclosure of images**

Access to, and disclosure of, images recorded on CCTV is restricted. This ensures that the rights of individuals are retained. Images can only be disclosed in accordance with the purposes for which they were originally collected.

The images that are filmed are recorded centrally and held in a secure location. Access to recorded images is restricted to the operators of the CCTV system and to those line managers who are authorised to view them in accordance with the purposes of the system. Viewing of recorded images will take place in a restricted area to which other employees will not have access when viewing is occurring. If media on which images are recorded are removed for viewing purposes, this will be documented.

Disclosure of images to other third parties will only be made in accordance with the purposes for which the system is used and will be limited to:

- The LADO, police and other law enforcement agencies, where the images recorded could assist in the prevention or detection of a crime or the identification and prosecution of an offender or the identification of a victim or witness.
- Prosecution agencies, such as the Crown Prosecution Service.
- Relevant legal representatives.
- Line and Senior managers involved with disciplinary and performance management processes.
- Individuals whose images have been recorded and retained (unless disclosure would prejudice the prevention or detection of crime or the apprehension or prosecution of offenders).

The Managing Director of the Nursery (or another senior director acting in their absence) is the only person who is permitted to authorise disclosure of images to external third parties such as law enforcement agencies.

All requests for disclosure and access to images will be documented, including the date of the disclosure, to whom the images have been provided and the reasons why they are required. If disclosure is denied, the reason will be recorded.

### **Individuals' access rights**

Under the Data Protection Act 2018, individuals have the right on request to receive a copy of the personal data that the Nursery holds about them, including CCTV images if they are recognisable from the image.

If you wish to access any CCTV images relating to you, you must make a written request to the Data Protection Officer. Your request must include the date and approximate time when the images were recorded and the location of the particular CCTV camera, so that the images can be easily located and your identity can be established as the person in the images. The Nursery will respond promptly and in any case within 1 month of receiving the request.

The Nursery will always check the identity of the employee making the request before processing it.

The Data Protection Officer will first determine whether disclosure of your images will reveal third party information as you have no right to access CCTV images relating to other people. In this

case, the images of third parties may need to be obscured if it would otherwise involve an unfair intrusion into their privacy.

If the Nursery is unable to comply with your request because access could prejudice the prevention or detection of crime or the apprehension or prosecution of offenders, you will be advised accordingly.

### **Covert recording**

The Nursery will only undertake covert recording with the written authorisation of the Managing Director (or another senior director acting in their absence) where there is good cause to suspect that criminal activity or equivalent malpractice is taking, or is about to take, place and informing the individuals concerned that the recording is taking place would seriously prejudice its prevention or detection.

Covert monitoring may include both video and audio recording.

Covert monitoring will only take place for a limited and reasonable amount of time consistent with the objective of assisting in the prevention and detection of particular suspected criminal activity or equivalent malpractice. Once the specific investigation has been completed, covert monitoring will cease.

Information obtained through covert monitoring will only be used for the prevention or detection of criminal activity or equivalent malpractice. All other information collected in the course of covert monitoring will be deleted or destroyed unless it reveals information which the Nursery cannot reasonably be expected to ignore.

### **Staff training**

The Nursery will ensure that all employees handling CCTV images or recordings are trained in the operation and administration of the CCTV system and on the impact of the Data Protection Act 2018 with regard to that system.

### **Implementation**

The Data Protection Officer is responsible for the implementation of and compliance with this policy and the operation of the CCTV system and they will conduct a regular review of our use of CCTV. Any complaints or enquiries about the operation of the CCTV system should be addressed to them.

### **Access**

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

Signed:

\_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: 1st June 2020

Date to be reviewed: 1<sup>st</sup> June 2021

(or earlier if a change occurs)

## **Early Years Foundation Stage Policy**

**“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in it’s own right and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” (DCSF 2007)**

This Policy is underpinned by

- The Early Years Foundation Stage 2008 & 2012

### **Introduction**

The Early Years Foundation Stage (EYFS) is a framework produced by the DCSF and sets the standards for learning and development of children from birth to five. At Moat Barn Nursery all children up to their 5<sup>th</sup> birthday follow the guidelines as laid down in the Early Years Foundation Stage. The Statutory Framework for the Early Years Foundation Stage informs all our practice and we adhere to all the stipulated legal requirements and have due deference to all the guidelines to which we are asked to have regard for.

The new EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **A Unique Child**

At Moat Barn Nursery we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing circle times and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion**

We value the diversity of individuals. All children at Moat Barn Nursery are treated with equal concern regardless of race, religion or abilities. All children and their families are valued within our nursery.

In our nursery we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. Children with special educational needs are identified and supported in liaison with the Special Needs Coordinator and /or appropriate outside agencies where relevant.

We aim to meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the nursery are 'safe'. We aim to educate children on boundaries and golden rules to enable them to make appropriate choices. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children.

## **Welfare**

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

At Moat Barn Nursery we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 and 2014.

We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all of these requirements.

### **Positive Relationships**

At Moat Barn Nursery we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

#### **Parents and Carers as Partners**

We acknowledge that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and their future role, in educating their children.

We do this through:

The children have the opportunity to spend time with their 'Key Person' before and during 'settling-in' sessions which are free of charge.

Offering the family the opportunity of a 'Home Visit' before the child starts nursery.

Inviting all parents to an induction meeting.

Offering parents and carers regular informal opportunities to talk about their child's progress in our nursery.

Offering a formal Parent/Carer Evenings at which the child's Key Person and the parent/carer discuss the child's progress in private.

Parents are able to view their child's Learning Journey at all times and are given the opportunity to comment and add to when necessary.

We arrange a range of activities throughout the year that encourage collaboration between child, nursery and parents e.g. 'story telling sessions, local trips, stay 'n' play sessions and weekend workshops.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Moat Barn Nursery the children have a 'Key Person' who is the first point of contact and care for individual 'key' children.

We have good links with local nursery and infant schools.

We invite each reception teacher into nursery to see the child who will be attending their school within our setting.

### **Enabling Environments**

At Moat Barn Nursery we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

### **Observation, Assessment and Planning**

The planning within the nursery follows the Early Years Foundation Stage guidelines. Each room produces approximately 6/8 weekly Long Term Plans which are based around festivals and seasonal changes. We have Short Term Plans which are produced from observations on individual children, focusing on their unique interests. These plans are used by the staff as a guide for planning activities which are largely child initiated and led. We also plan adult-led activities based on the observations of the individual children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves all the staff. These observations are recorded in the children's individual 'Learning Journey'.

### **The Learning Environment**

The rooms are organised to allow the children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The rooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The children have free-flow access to the outdoor area and this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children chance to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

### **Learning and Development**

At Moat Barn Nursery we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

### **Teaching and Learning Style**

Our policy on 'Differentiation' and on 'Play' defines the features of effective teaching and learning in our nursery. Features that relate to the EYFS are:

- the partnership between staff and parents, so that our children feel secure at nursery and develop a sense of well-being and achievement;

- the understanding that staff have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents and carers;
- the good relationships between our nursery and the other settings that our children experience prior to joining school;

### **Characteristics of Effective Learning**

The Unique Child engages with other people and their environment through the Characteristics of Effective Learning; Playing and exploring, Active learning and Creating and thinking critically.

The characteristics of effective learning underpin the learning and development across all the areas of the Early Years Foundation Stage to support the child to remain an effective and motivated learner.

### **Playing and Exploring**

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, showing curiosity about the objects, events and people using senses to explore the world around them. They practice and build up ideas through risk taking and engaging in new experiences. They communicate with others as they investigate and solve problems, using what they know to represent their knowledge and experiences in play.

### **Active Learning**

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”(DCSF 2007)

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to

make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

### **Creativity and Critical Thinking**

Children have opportunities to play with ideas in different situations and with a variety of resources. They discover connections and come to new and better understandings and ways of doing things. Staff at Moat Barn Nursery scaffold and support children in this process and enhance their ability to think critically and ask questions.

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. During child initiated play children have free access to a range of resources both inside and out.

### **Areas of Learning**

The EYFS is made up of 3 Prime Areas and 4 Specific Areas.

The Prime areas begin to develop quickly in response to relationships and experiences, and run through to support learning and development in all other areas. The Prime Areas are:- :

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Specific areas include essential skills and knowledge for children to participate successfully in society. The 4 Specific areas are:-

- Literacy
- Mathematics
- Expressive Arts & Design
- Understanding the World

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

### **Monitoring and Review**

It is the responsibility of the Manager to observe the EYFS practice and provide feedback to individual staff members raising any issues that require discussion.

The Manager will carry out monitoring on the EYFS as part of the whole nursery self-evaluation and monitoring schedule using the ILD analysis of the observations of all of the children's progress and attainment which is reviewed termly within staff meetings and with

individual key people where any shortfalls in development progress can be quickly identified and planned for.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **Well-being in the Nursery Policy**

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the EYFS this is covered in the children's personal, social, emotional development and physical development. Both of which are prime areas of learning.

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit
- Caring for your health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

Mental and emotional well-being includes:

- Acknowledging, expressing and coping with feelings and emotions
- Thought processes
- Reducing stress and anxiety.

Social well-being includes:

- Relationships
- Family (close and extended)
- Friends
- The feeling of belonging and acceptance
- Compassion and caring approaches.

Spiritual well-being can cover the following:

- Value and beliefs held
- Personal identity and self-awareness.

At Moat Barn Nursery we ensure that all children, families, staff and visitors are welcomed and we are an inclusive setting. We support all to embrace their spiritual well-being and celebrate key events with them.

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of play inside and outside. We provide nutritionally balanced meals for the children and support our staff to make healthy choices in regard to their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.

Children are provided with quiet and calming areas for rest, sleep and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being.

We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social wellbeing. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional wellbeing is supported. We provide activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to

provide support for children who may be experiencing big emotions they can't cope with just yet. We support children's self-regulation through carefully planned activities and resources. This includes supporting children to manage their own emotions and behaviours using rules and boundaries created by the children themselves. Staff use the promoting positive behaviour policy to ensure consistency.

Staff are able to recognise when a child may need support with their emotions and provide this one to one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age will support them throughout their life.

Signed:

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Name of Signatory: AmandaPheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **Tapestry Policy**

### **Aim**

At Moat Barn Nursery we use an online system called ILD to record and store all observations and assessments relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child, family and friends at home and also post any comments and photographs of their own, helping to create a fully holistic view of the child and strengthen the parent partnership.

Staff use tablets to take the photographs for observations which are uploaded to the journals. Each staff member has a secure login, which is password and pin protected. The tablets are kept secure at nursery and may only be taken home by staff members for specific reasons and with the express consent of management. Staff will be allocated time at work to update journals and assess their key children's next steps. Staff are not permitted to download any photographs of the children onto their own devices. If staff do work on ILD at home they should be aware of any other people around them and make sure they are not overlooked. They must logout as soon as they have stopped working. If any member of staff suspects that their login details have been compromised in any way, they must inform the nursery manager and new login details will be created. The ILD system is hosted on secure dedicated servers based in the UK. All data held on our ILD account is owned by Moat Barn Nursery; we are registered controllers of data with the Information Commissioner's Office and are bound by the Data Protection Act.

### **Parent's access**

Parents logging in to the system can only access their own child's Learning Journey. Parents may input new observations, photos and add comments to existing observations. They do not have the necessary permission to edit existing content. Parents are asked to sign a user agreement which also includes giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey. If parents withhold this consent their child is only ever photographed alone and no shared observations are made including that child.

### **Parents without internet**

For parents without access to the internet, we create a paper Learning Journey. This will be available within the setting for the parent to view at all times and will be available to take home.

### **When children leave**

When children leave to go on to school or move to another setting we will provide parent's with details of how to download their learning journey, so they have a lasting record of their child's time at Moat Barn Nursery. The child's information and their Learning Journey will be deleted from our ILD account at the beginning of the following

term after they have left nursery, so the data can be used with in the nurseries development tracking. Following this all information will be deleted permanently.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **Employment, Recruitment, Staffing and Disciplinary Policy**

### **Aim**

Our setting is committed to safeguarding and promoting the welfare of children and adults at all times. We expect everyone working within the setting to share this commitment.

### **This policy is underpinned by:**

- **Children Act 1989 and 2004**
- **Disability Discrimination Act 1995 and 2005**
- **Data Protection Act 1998**
- **Employment Act 2002**
- **Every Child Matters Change for children Act 2004**
- **Human Rights Act 1998**
- **The Sex Discrimination Act 1975 and 1986**
- **Race Relations Act 1976**
- **Race Relations Amendments Act 2000**
- **The Health and Safety at work Act 1974**
- **Safeguarding Vulnerable Groups Act 2006**
- **EYFS 2012**

### **Recruitment**

- We follow the guidelines as laid out in the Suffolk County Council 'Safe Recruitment Best Practice Guidance' to ensure robust recruitment practice. We use Ofsted guidance on obtaining references, this is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006.
- All job advertisements and all correspondence relating to the recruitment procedure will clearly quote our safeguarding statement:-

*At 'Moat Barn Nursery' we are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. We carry out enhanced DBS checks on all staff and volunteers.*

- Where possible we request references before interview. We always ask for a reference from the most recent employer and will require references for a minimum of the past 2 years employment but where possible the last 5 years. References will need to be addressed to a

member of management and must include the referee's perception of the individual's suitability to work with children, if they have any concerns about the candidate working with children, if they have any knowledge of the individual being personally investigated over safeguarding issues. The referee must complete the reference accurately in full and not omit any area.

- Any gaps in employment will need to be explained and documented.
- We ensure that all applicants are able to work in the UK by asking to see appropriate documentation.
- Interviews will be held with at least interviewers one of whom will have attended safeguarding training. Interviews will explore the candidates' suitability to work with children as well as their suitability for the post. Any discrepancies will be discussed in interview and applicants will be asked if they wish to declare anything in light of a DBS check.
- During interview the applicant will be asked what their knowledge and understanding of 'Safeguarding and the Welfare of Children' means to them and at least one question will be asked regarding any previous experience they have had relating to child protection and safeguarding issues.
- Applicants are also asked "in accordance to safeguarding if any member of their household has any child related convictions in the past or present". Along with "is there any reason that they know of why they should not be employed to work with children?"
- Applicants will be asked open questions inviting them to engage in a longer response and talk about their previous experiences and past performance.
- Applicants will be shortlisted on their personal qualities, behavioural criteria as well as their qualifications and work experience. Shortlisted applicants will be invited back for a second interview and will be required to have a trial session in the nursery under strict supervision. All shortlisted applicants will also be issued with a copy of our safeguarding policy.
- We ask to see original certificates of all qualifications from applicants and staff. Original proof of identification will also be required which must be either their birth certificate, passport, driving licence or naturalisation certificate.
- Once references have been received we carry out checks on all staff with in the nursery, students and volunteers for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements including extra checks if they have lived or worked in more than one country for over 12 months, before the staff/adult begins to work at the nursery. Once an enhanced DBS is sort the applicant will be required to sign up to the 'update service' to ensure we can receive a refreshed DBS on a regular (yearly) basis or sooner if required with each member of staffs consent.
- General Health of the candidate will also be asked.
- Job offers are confirmed with a covering letter along with their contract and job description.

- Prior to employment commencing an induction takes place between the manager and new member of staff, this will include going through their roles and responsibilities, job description, nursery policies, and procedures. The induction also involves a discussion with the nominated Safeguarding Officer or their deputy to emphasise the importance of safeguarding and the systems in place at the nursery. This induction emphasises our 'Health and Safety Policy' and 'Safeguarding Children' and 'Child Protection Policy'. All staff are asked to read and sign to say they have understood all our Policies.
- Staff will also be asked to read and sign a Code of Conduct.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.
- All staff have job descriptions which set out their staff roles and responsibilities. Job descriptions also include the staff member's safeguarding responsibilities.
- All staff have appropriate contracts that ensure a probationary period is served of 6 months.
- We follow guidelines as advised by Recruitment Consultants in all matters regarding staff disciplinary and grievance procedures and these are laid down in our Staff Handbook.
- We fully support Equality of Opportunity and Equality and Diversity for all staff recruitment. We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by us imposing conditions or requirements that are not justifiable. At interview we ask questions which cover Safeguarding, the Early Years Foundation Stage Statutory Framework Equality of Opportunity and Diversity.

### **Staffing**

- We have at least one member of staff to three children under two years.
- One member of staff to every four, two to three year old children.
- For children aged three and over with no qualified teacher or early years professional we have one member of staff to every eight children.
- A minimum of two staff are on duty at any one time.
- Our Key Person system ensures each child and family has one particular member of staff with whom to form a relationship.
- We inform Ofsted of any changes in the person responsible for our setting.
- All staff hold or working towards a recognised Level 3 or higher childcare qualification.

Along with holding a Paediatric first aid certificate and suitable level 2 qualifications in English and Maths if qualified after June 2006.

- We support the work of our staff by means of regular monitoring/appraisals and supervisions.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.

### **Employment**

- We ensure all staff are registered on the Suffolk County Council CPD website and Edu-care to encourage all staff to develop their professional training.
- We expect all staff to stay up-to-date with mandatory qualifications, namely Safeguarding and Paediatric First Aid and Food Hygiene. A list of all first aid qualified staff can be obtained within the office.
- We expect all staff to attend any in-setting training if reasonably possible.
- We hold regular staff meetings and it is the expectation that all staff will attend if reasonably possible. These provide opportunities for staff to undertake planning and to discuss children's progress and any issues.
- We consult with Suffolk County Council 'Early Years and Childcare Team' and with appropriate websites and Professional Magazines and also by attending training and network meetings to stay up-to-date with current legislation and best practice.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number and who obtained the enhanced DBS check.
- Accessible individual records are kept on the premises and contain the name and address of the staff members, any volunteers and students and appropriate information about their recruitment, training and qualifications. We also require emergency contact details of all staff.

### **Staff and Medication Policy**

- When working directly with children, practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children.
- Staff taking medication which they believe may affect their ability to care for children should seek medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children.
- In the event of a member of staff being at the setting apparently suffering side effects of medication which the most senior member of staff present considers impair their ability to care for children, that member of staff will be asked to leave the setting and return home. Reasonable

steps will be taken to ensure that the member of staff can get safely home which may include contacting a family member to request that they assist. The Owner and Manager, if not present, will be advised by telephone immediately or as soon as reasonably possible.

### **Staff and Alcohol Policy**

- When working directly with children, practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children.
- In the event of a member of staff being at the setting under the influence of alcohol the most senior staff member present will ask the member of staff concerned to leave the setting and return home. Reasonable steps will be taken to ensure that the member of staff can get safely home which may include contacting a family member to request that they assist. The Owner and Manager, if not present, will be advised by telephone immediately or as soon as reasonably possible.
- The Owner and Manager will take advice from SCC and/or Ofsted on how to deal with the matter. As a first step the Owner/Manager would suspend the member of staff concerned, without pay, until advice has been taken and next steps established in consultation with all advisers. All possible options will be considered and the member of staff concerned may expect to be subject to disciplinary proceedings and possible dismissal without notice or compensation for loss of earnings.
- The Owner and Manager will take advice from SCC and/or Ofsted on how to deal with the matter. All possible options will be considered in the best interests of the member of staff and the nursery.

### **Staff Disciplinary Procedures**

- Our Nursery will maintain a well-motivated, highly skilled and professional staff team. However, occasionally action will need to be taken to encourage improvement in individual behaviour and performance.
- The Nursery will provide a fair and consistent method of dealing with disciplinary incidents. Our aim is always to support and encourage staff, while promoting good employment relations.
- If a member of staff is subject to disciplinary action, fair and consistent procedures will be employed:
- The incident will be fully investigated, and the facts established. This does not apply to Safeguarding allegations when the issue would be immediately handed over to 'The Local Authority Designated Officer' for further investigation.
- Investigations will be non-discriminatory and apply equally to all staff irrespective of sex, marital status, sexual preference, race or disability.
- At every stage, the member of staff concerned will be advised of the nature of the complaint and given an explanation for any penalty imposed.

- Staff will be given the opportunity to state their case, and be accompanied by a friend, colleague or Trade Union representative of their choice, during any part of the disciplinary process.
- Staff will not be dismissed for a first breach of discipline except in the case of gross misconduct (see below).
- Staff have the right to appeal against any disciplinary action taken against them.

Investigations will be conducted by either the Manager or the Proprietor.

The Staff Disciplinary Procedure operates as follows:

### **Informal Discussions**

Before taking formal disciplinary action, the Manager will make every effort to resolve the matter by informal discussions with parties concerned. Only where this fails to bring satisfactory improvement or outcomes will disciplinary procedures be formally implemented.

### **Formal Verbal Warning**

Once a formal warning has been given by the Manager, the member of staff in question will be notified of this and given an explanation for the warning. They will further be informed of their right of appeal. A brief note of warning will be kept on the Nursery's records. This will be disregarded after six months, subject to satisfactory conduct and/ or performance.

### **Written Warning**

If, following a formal verbal warning, there is insufficient improvement in standards, or if a further incident occurs, a written warning will be issued. This will state the reason for the warning and that, if there is no satisfactory resolution after a further month, a final written warning will be given. A copy of this first written warning will be kept in the Nursery's records, but will be disregarded after 12 months, subject to satisfactory conduct and/or performance.

### **Final Written Warning**

If the member of staff's conduct or performance remains consistently unsatisfactory, or if the misconduct is sufficiently serious, a final written warning will be given making it clear that any further breach of the standards, or other serious misconduct, may result in the employee's dismissal. A copy of the warning will be kept in the Nursery's records, but will be disregarded after 24 months, subject to satisfactory conduct and/or performance. The warning will state clearly that dismissal will result from a failure to comply. In certain exceptional circumstances, a member of staff may receive a Final Written Warning that will remain on the Nursery's records indefinitely. This course of action will follow when a member of staff has only avoided dismissal due to extenuating or mitigating circumstances.

### **Gross Misconduct**

If, after investigation, it is deemed that a member of staff has committed an act of the following nature, dismissal will be normal outcome:

- Child abuse (for further details refer to the Safeguarding Children Policy).
- Serious infringement of health and safety rules (for further details refer to the Health and Safety Policy).
- Assaulting another person.

- Persistent bullying, sexual or racial harassment.
- Being unfit for work through alcohol or illegal drug use.
- Gross negligence that either causes or might cause injury, loss or damage to persons or property.
- Theft, fraud or deliberate falsification of the Nursery's documents.
- Deliberate damage to the Nursery's property.
- Being an unfit person under the terms of the Care Standards Act 2000 or the Children's Act 1989.

While the alleged incident of gross misconduct is being investigated, the individual concerned is likely to be suspended, during which time normal pay levels will prevail. Such suspension is not to be regarded as a form of disciplinary action and will be for as short a period as possible. Any decision to dismiss will be taken only after a full investigation.

If the staff member has been found to have committed an act of gross misconduct, they will be dismissed without notice.

### **Allegations against Staff**

All staff are advised to minimise time spent alone with children and be aware of the potential risks in doing so (for further details refer to the Safeguarding Children Policy).

If an allegation of abuse is made against the Manager, then the Safeguarding Officer will report the matter directly to the Proprietor, Contact Customer First Immediately and then call the Local Authority Designated Officer (LADO), local Social Services department and Ofsted.

### **Appeals**

Staff wishing to appeal against a disciplinary decision, must do so in writing and within 15 working days of the decision. Appeals will be dealt with as quickly as possible, the Registered Person, or a senior member of staff who was not involved in the original disciplinary action will hear the appeal and impartially adjudicate the case.

At all stages of the procedure, the right to appeal will be confirmed as part of the warning, suspension or dismissal letter.

### **Grievance Procedure**

If an employee is dissatisfied s/he must have the opportunity for prompt discussion with her/his immediate supervisor. If the grievance persists, a management panel should be set up for the purpose of further discussion, at which the employee may if they wish be accompanied by a colleague.

There must be a right appeal, to appeal to the Proprietor. At this level also, the employee's colleague or trade union official may be present.

The aim is to settle the grievance fairly and as efficiently as possible. It is intended to be simple and rapid in operation.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **Environmental Education Policy**

It is important for Moat Barn Nursery to have an awareness and understanding of the effects of their actions upon the environment in which they live, work and relax. In order to do this, we need to take responsibility for our own actions and we need to have a sense of duty and care for the world in which we live.

The ways in which we will strive towards this goal is to reduce the amount of materials we use and waste we produce, re-use materials wherever possible, restore what is deemed to have been destroyed and respect our neighbours and our environment.

### **Reduce**

#### **Energy**

- We will switch off lights when they are not in use.
- We will keep outside doors shut in cold weather wherever possible whilst ensuring children have free-flow access to the outside dependent on age and stage of development of the child and the weather conditions.
- We will make sure we turn off taps when they are no longer needed.

#### **Paper**

We will reduce the amount of paper we use by:

- Writing and printing on both sides of the paper whenever possible.
- We will make use of discarded but useful paper.
- We will wherever possible file photocopies for use at a later date.
- We send information electronically whenever possible.

*In addition, we will separate our recyclable waste from other waste throughout nursery and ensure it is placed in the recycling bins which are operated by Suffolk County Council Refuse Department.*

#### **Transport**

- We will promote walking to our nursery for those who are able to.
- We will encourage cycling for those who can.
- We will encourage staff to share transport when going on courses etc.

#### **Re-Use**

##### **Fruit**

We will endeavour to compost the remains of the fruit consumed in our nursery.

##### **Gardening**

Gardening waste will be put into the nursery compost bins.

##### **Donated materials**

- Moat Barn Nursery will try to find uses for donated materials. This may be for use in creative activities.
- Where uses cannot be found, we will endeavour to recycle it.

## **Paper**

- Paper will be re-used within the nursery. We will have a supply of partially used paper that can be used again.
- Display paper will be taken down carefully and re-used wherever possible.
- Paper will be used on both sides wherever possible.

## **Equipment**

Outdated or unwanted equipment will be offered to others who might have a use for it if appropriate.

## **Recycle**

At Moat Barn Nursery, we recycle a range of materials on a regular basis.

- We will collect spent batteries for safe disposal.
- We will recycle wherever possible any old clothes/fabric in local clothes recycling facilities.

*We will continue to evaluate our recycling scheme and add to the materials for recycling when necessary.*

## **Restore**

- Moat Barn Nursery has access both within the nursery, forest school and immediately in the surrounding area to habitats such as the hedgerows, flower beds etc. These are used by the children to study flora and fauna and their habitat. Children will be encouraged to return all living creatures to their original habitat.
- Areas disturbed by children's play or by accident will if possible be restored to their original condition.
- Children will be encouraged to treat all nursery equipment with respect. Books and other equipment will be repaired wherever possible.

## **Respect**

- Our first and most important nursery rule is that we will respect one another. This rule will permeate all we do whether it is discussing global issues, welcoming people of different races, faiths, abilities or dealing on a daily basis with each other.
- We will extend this respect to the environment and all living creatures.

## **Assessment**

- Observation of children and the nursery will be a good indication of the success of some of these strategies.
- The children's work will be another way of measuring the effectiveness of this policy.
- The amount of electrical energy used will be monitored and reviewed to gauge the success of our electricity saving measures.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **Equality, Inclusion and Valuing Diversity Policy**

### **Aim**

We will provide a welcoming and caring environment that promotes and reflects social and cultural diversity and is equally accessible to all. We aim to ensure that there are equality of opportunities for supporting children with learning difficulties and disabilities. We ensure we provide understanding, respect and awareness of diversity and equal opportunities issues when planning and implementing the curriculum.

Our Equal Opportunities Officers are Tina Hulkes and Tracey Buckles who can both be contacted in the Office.

Our Special Needs Coordinator is Tina Hulkes and the deputy is Ellie Pitts who can both be contacted in the Office.

This policy is underpinned by

- *Every Child Matters Change for Children 2004*
- *Human Rights Act 1998*
- *Sex Discrimination Act 1975*
- *The Disability Discrimination Act 1995*
- *The Race Relations(Amendment) Act 2000*
- *SEN Code of Practice 2001*
- *The Education Act 1996*
- *Equality Act 2006*

### **How do we ensure we meet the individual needs of all children?**

- We ask parents/carers to supply information regarding any special needs that their child may have on their registration form. We meet with parents before a child starts at the Moat Barn Nursery to establish any further concerns they may have about their child's specific emotional, cultural or religious needs.
- We assign every child to a Key Person who aims to build up a rapport with the family to ensure we gain information regarding the care of their child. Any special dietary or health concerns are recorded all appropriate staff are made aware.

### **Admissions**

- The nursery is open to every family in the community. If there is a vacancy for a child it shall be offered to any child who wishes to join the nursery. If a waiting list is in operation, the need as well as position on the list shall be taken into consideration.
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form.

- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling Community or an asylum seeker. We provide information in different languages if required.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability. We ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered. This is also outlined in our Local Offer
- We take action against any discriminatory behaviour by staff or parents. We regard any openly discriminatory and possibly offensive materials, name calling, or threatening behaviour as unacceptable on or around the premises and will be dealt with in the strongest manner. We are required to make a written record of any such incidents.
- Families joining the nursery are made aware of its Equality of Opportunity policy. This policy applies to every staff member, parent, student, volunteer, carer and child. Each person is valued as an individual, with differing social, intellectual and cultural backgrounds. Differing needs, likes, dislikes and similarities and differences are respected and accounted for.
- We cater for cultural, religious and medical differences at all snack and mealtimes.
- We monitor activities on a regular basis to ensure that every child has freedom of choice, time for discovery, and support when it is necessary.
- We ensure the children have equal opportunities and equal access to the full range of activities available, including visits and trips.

### **Parents**

- We value parents as their child's first educators, and staff work closely with parents to share information, experiences, conversation and quality time, thus promoting positive role models for their children.
- We will liaise with parents/carers and take advice from other professionals, with parents' consent, in order to plan to meet every child's needs.
- The setting treats all children and their parents/carers with equal concern and value.

### **Children**

- We encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory incident.
- We support children in developing positive relationships by challenging negative or detrimental comments and actions towards peers or adults.
- We strengthen the positive impressions children have of their own cultures and faiths, and those of others, by sharing and celebrating a range of practices, festivals and events.

## Practice and Policy

- We ensure our activities are evaluated for accessibility and inclusiveness by buying or borrowing suitable resources to enable everyone to participate if they wish.
- All staff will have access to training through the on-line Suffolk County Council CPD site. Any learning will be cascaded back to the staff team at staff meetings and implemented as appropriate.
- The manager will be responsible for ensuring the Equality of Opportunities Policy is implemented and will be responsible for monitoring its effectiveness.
- Each parent/carer is made aware of our Policy at registration.
- Each staff member/student and volunteer is given a copy of all our policies to read at induction.

## Inappropriate Attitudes and Practises.

- We will challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability. We will make a written record of any such incidents.
- We will challenge any discriminatory incident according to the protocols set out in the Staff Disciplinary Procedures, the Behaviour Management Policy and Prevent Duty Policy. We will make a written record of any such incidents.
- We develop strategies to combat negative bias and, where necessary, support children and adults to change discriminatory attitudes. These strategies would include ensuring our environment includes positive images. We ensure we have very visible posters and statements to advertise the fact that we are fully inclusive of all types of people. We are clear that we will explain fully the need to change discriminatory attitudes whilst fulfilling our legal responsibility in this area.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **The Prevent Duty and Promoting British Values Policy**

### **Aim**

To ensure staff are aware of the Prevent strategy and able to protect children and young people who are vulnerable or risk of being radicalised.

This policy is underpinned by:

- Section 26 of the Counter-Terrorism and Security Act 2015
- The Modern Slavery Act

This policy has been developed in accordance to Section 26 of the Counter-Terrorism and Security Act 2015, this is known as the Prevent Duty and Promoting British values which was introduced in all schools, registered early years childcare providers and registered later years childcare providers in July 2015. These providers are to have (“due regard to the need to prevent people from being drawn into terrorism.)

Here at Moat Barn Nursery we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent of Duty we will:

- Provide appropriate training for all staff as soon as possible. This training will enable staff to identify children who may be at risk of radicalisation.
- We will ensure all our staff understands the risk so they can respond in an appropriate manner.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- We will build the children’s resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremism views (for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5 years, thereby assisting their personal, social and emotional development and understanding of the world).
- As we do with any other safeguarding risks, our staff will be alert to any changes in the child’s behaviour which could indicate that they may be in need of help or protection (Children at risk of radicalisation may display different signs or seek to hide their views).
- The key person approach means we already know our children and families well and how they behave enabling us to notice any changes to their behaviour, demeanour or personality quickly.
- We will not carry out unnecessary intrusion into the family life but will take action when we observe behaviour of concern.
- We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology.
- We will work closely in partnership with our LSCB and MASH team for guidance and support.

We will build on our relationships with our families and have effective engagements with them being in the key position to spot any signs of radicalisation and assist who raise concerns with us and be able to point them to the right support mechanisms.

We will ensure that our Designated Safeguarding Officers Tina Hulkes and Amanda Pheasant, will undertake Prevent awareness training, so that they can offer advice and support to any new members of staff that are yet to access the Prevent training.

This Policy is intended to serve as guidance for Practitioners to recognise the signs of those who are at risk and to inform parents of our legal requirement to put this policy into operation. The

prevent of duty care policy 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.

### **Staff Responsibilities**

All practitioners must be able to identify children who may be vulnerable to radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children's behaviour, including even very young children, which could indicate they may be in need of help or protection. These behaviours can be evident during circle time, Role play activities and quiet times. Quiet times are a good time for children to make disclosures as this is the period that children are closest to their key persons. People from any walks of life can be drawn into radicalisation and not necessarily from a particular religion or ethnicity. Terrorism is not promoted by any religion. The Prevent duty does not require childcare providers to carry out unnecessary intrusion into family life but we are required to take action when we observe behaviour of concern.

### **Recognising Extremism or Radicalisation**

Early indicators of Radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside of nursery.
- Out of character changes of dress, behaviour and peer relationships.
- Secretive behaviour.
- Advocating violence towards others.
- Online searches or sharing extremist messages or social profiles
- Writing that displays extremist themes.

### **Female genital mutilation**

This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. This procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community<sup>1</sup>. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

### **Cultivating 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,

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

exclusion, aggression and violence; all of which fosters and secures, children's pro-social behaviours and responsible citizenship and real sense of belonging.

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

Follow the setting normal Safeguarding Procedures including discussing with the nurseries designated safeguarding officer, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent leader who will also provide support. The Safeguarding Officer can also contact the local police force or dial 101 (the non-emergency number).

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](mailto: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.

## **Modern Slavery and Human Trafficking**

### **Legislation**

The Modern Slavery Act, received Royal Assent on 26 March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

### **Background**

Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery
- Servitude and forced or compulsory labour
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents and visitors are fully safeguarded:

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

For an adult or child to have been a victim of human trafficking there must have been:

- *Action* (e.g. recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
- *Means* (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be "means" for children as they are not able to give informed consent
- *Purpose* (e.g. sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

### **Procedure:**

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise

the local authority will be contacted, and the referral process will be followed as per the safeguarding procedure.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **Fire Policy**

### **Aim**

Our aim is to ensure as far as practical, that no child, staff member or parent/carer or visitor suffers illness or injury as a result of a fire or any emergency.

We have developed this Emergency Evacuation Plan (EPP) in order to meet our priorities, which are

- Protection of Life
- Prevention of Spread of Hazard

We carry out risk assessments and fire/emergency evacuation drills on a regular basis, recording and reviewing these to continuously improve our plan.

Our fire/emergency evacuation procedure is as follows:

- The smoke alarms will sound automatically.
- The Manager (or staff member in the Office in her absence from the Office) will take a mobile phone, Visitor's Book to the assembly point. The Room Leader will ensure all medications which children or staff require along with their evacuation bag containing spare clothes, nappies, wipes ect is taken out to the assembly point.
- The Deputy Manager (or Other Staff Member as indicated by the Manager) will go to the Baby Room to assist in carrying out non-mobile children. The evacuation cot will be used.
- The assembly point is the front car park.
- Each room has a clear evacuation procedure and exits are clearly marked. The children are asked to walk calmly and staff escort the children to the assembly point and then a quick and effective headcount will take place.
- There is an evacuation map in each room and this is also in the cloakroom for the emergency services to know about the layout of the nursery.
- Each Room Leader will take a Room register and evacuation bag out to the assembly point.
- Each Room Leader will count the number of children then call a register and report any staff or child absence as soon as possible to the Manager.
- Each Room Leader will ensure that all staff within the room and all children and staff are evacuated by doing a full sweep, including toilets before exiting the Room.
- The Manager will phone for the Fire Service as soon as possible.
- The children will be kept outside with the staff until the Fire Officer advises either the children are safe to return or parents/carers are contacted to collect the children. We will follow our

'Late collection' Procedure and will maintain OFSTED prescribed ratios of staff to children. At least two staff will stay with the children until the last child is collected.

- The first priority when a fire is discovered is the safe evacuation of all children, staff and visitors. Staff are instructed only to try to put out the fire if the children's safety or other adult's safety is not put into unnecessary risk.
- Our fire evacuation procedures are approved by the Fire Prevention Officer who comes annually to check that our procedures are appropriate and updated.
- All our fire extinguishers and other fire protection equipment such as fire blankets are fully serviced and checked as appropriate by the Fire Protection Officer annually.
- We have Smoke Detectors throughout the nursery including a heat sensor within the main kitchen and all conform to BSEN standards. All Smoke Detectors are checked on a regular basis and these checks are recorded.
- Our Fire Evacuation Procedure is explained on induction to all new staff and students. We carry out Evacuation Procedure Practises at approximately 8 week intervals and all these drills are recorded and any issues are noted and addressed by our 'Health and Safety' Officer.
- All visitors are required to sign in and out of the Visitor's Book.
- The national NO SMOKING policy within all public buildings must be observed at all times by all members of staff, including all parents and maintenance staff and other members of the public. We further require that all Moat Barn land and including the car park is a NO SMOKING area.
- All electrical devices are checked by an approved electrician for a PAT test. In between these checks all staff are vigilant in ensuring that all electrical devices are used safely. Any electrical fault must be reported to the Manager immediately.
- The boiler is serviced annually to ensure its safety.

## **FIRE DRILLS**

- The fire evacuation procedure is emphasised at the induction of ALL staff and students. We carry out fire drills after new staff begin their practice with us to ensure they fully understand the procedures.
- Fire drills are carried out at approximately 8 week intervals at a variety of times. The Person in charge of Health and Safety is responsible for ensuring these fire drills are carried out and any issues are recorded and dealt with appropriately.
- All exits are kept free from obstruction to ensure evacuation can be carried out without swiftly and safely.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **Food and Drink Policy**

Moat Barn Nursery is committed to providing children with healthy meals and snacks. We regard these times as an important part of the children's day. We believe meal times are a social occasion for the children.

We aim to provide healthy, balanced and nutritious food which meets the children's individual dietary needs. To grow and stay healthy children need to eat a nutritionally well balanced diet. Early years settings are influential and can contribute significantly to improving the health and well-being of pupils.

Good nutrition in childhood can help to prevent a variety of health problems, both in the short term and later in life. There is increasing concern that many children are consuming too much fat, sugar and salt and too little fibre, fruit and vegetables.

This policy supports the following legislation and government guidelines:

*Children Act (CA) 1989 and 2004*

*United Nations Convention on the Rights of the Child, UNICEF 1989*

*Data Protection Act (DPA) 1998*

*Every Child Matters – change for children (ECM 2004*

*Freedom of information act (FOIA) 2000*

*The Food Safety (general food hygiene) regulations 1995*

*The Food Safety (temperature control) regulations 1995*

*The Food Safety Act 1990*

*The Health and Safety at Work Act 1974*

*Public Health (control of diseases) Act 1984*

*Public Health (infectious diseases) Regulations 1988*

*Health Protection Agency Act 2004*

*Childcare Act 2006*

*The Food Information (England) Regulations 2013 EU Regulation 1169/2011*

### **Legal Framework**

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

### **Further guidance**

- *Safer Food, Better Business*  
[www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/](http://www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/)

- Food Standards Agency\_  
[www.food.gov.uk](http://www.food.gov.uk)

### **Objectives:**

- To provide healthy, balanced, nutritious meals and snacks
- Fresh drinking water available at all times
- Obtain, record and act on information from parents about a child's dietary needs
- Register with Suffolk County Council Local Authority Environmental Health Department and act upon their advice.
- Include appropriate food hygiene training during induction and on-the-job training to all staff involved in the preparation and handling of food.
- If parents provide packed lunches we will inform them about what can be stored safely and about appropriate food content.
- We will notify Ofsted of any food poisoning affecting more than two children as soon as is reasonably practical but in any event within 14 days of the incident occurring.

### **Providing Healthy, Balanced, Nutritious Meals and Snacks**

- We have a three week menu rotation which has been carefully designed to include a balance of the four main food groups, proteins, carbohydrates, fats and minerals/vitamins.
- Within each week we provide 2-3 meat, 1 fish and 1-2 vegetarian main meals. Menus are designed to offer the children a variety of rice, pasta & potato based dishes on their days of attendance. Each meal is accompanied with vegetables and fresh fruit is served every day.
- A multi-cultural diet is offered to ensure children from all backgrounds encounter familiar tastes and that all children have the opportunity to try unfamiliar foods.
- Lunch is prepared on site each day by our nursery cook.
- We can provide breakfast for children who arrive at 9.00 am or before. Parents can choose to provide their own breakfast. We would provide a selection of healthy cereal and/or toast with water or milk to drink.
- Parents can choose to send in pre-prepared food for children. This food must be clearly labeled and we will store this appropriately.
- We offer a 'rolling snack' for all children. We offer the children the opportunity to taste fresh fruit, vegetables and other healthy snacks as well as milk or water to drink at a time of their choice.
- Food is purchased on a weekly basis from a supermarket chain.
- All food is stored appropriately either in a fridge, freezer or cupboard.
- Fridge and freezer temperatures are taken and recorded daily.
- In order to safeguard children who have allergies or intolerances to nuts we do not cook with or store nuts on the premises, we are a nut free zone.
- Staff/students/volunteers/visitors are asked to refrain from eating nuts in their lunches.
- All meals and snacks on the premises are recorded and allergens specified in accordance to the Suffolk county council trading standards.
- All staff are made aware of which allergens are in which food, all allergens are displayed on the menu sheet.
- Children are offered a choice of either water or whole pasteurised milk at snack times.
- Children are offered water to accompany their lunch and tea time meals.

### **Fresh drinking water available at all times**

- Fresh drinking water is made available with individually labelled water cups or bottles. Jugs of fresh water are also available at all times inside and outside during the warmer months.
- Staff will encourage the children to access water especially after exercise and in hot weather.

### **Obtain, record and act on information from parents about a child's dietary needs**

- Menus are displayed on the parents' notice board in the entrance hall and within each room.
- Parents are encouraged to read our weekly menus to make them aware of the meals we provide for the children.
- If a parent would like to breast feed their child whilst on the premises they are welcome to use either the office or more privately in the staff room wherever they would feel more comfortable.
- If parents wish to provide breast milk for their child then this will be stored appropriately.
- At registration parents are requested to give details of their child's likes, dislikes, special requirements (any particular religious and cultural needs), intolerances and allergies with regards to food. We will adapt our menu to suit children with special dietary requirements.
- All dietary special needs are recorded within the kitchen to ensure all those working with the children are aware of the children's individual dietary needs.
- Daily notes are recorded of the children's food intake and this information is passed back to parents either in the child's personal diary or verbally.

### **Allergens**

To coincide with the Food Information Regulations we have completed charts showing each Allergen - (Peanuts, Nuts, Crustaceans, Molluscs, Fish, Eggs, Milk, Cereals containing gluten, Soya, Sesame seeds, Celery, Mustard, Lupin and Sulphur Dioxide) and which food we provide contain these allergens. These charts are kept in the nursery office and Kitchen. If a food contains an allergen this is also displayed on the weekly menu.

We cook one meal from our menu at a time unless we have a child or children who have an allergy or intolerance to this specific meal then an alternative is provided, to minimise cross contamination these meals are cooked in separate sauce pans/tins which are specific to this allergy/ intolerance ie; No Dairy or vegetarian these are also labelled and served on distinctive white plates to avoid the child being served the incorrect food.

Foods which contain any of the allergens such as flour are stored on the lowest possible shelf within the cupboards to minimise cross contamination.

### **Register with Suffolk County Council Local Authority Environmental Health Department and act upon their advice**

- We follow the information and procedures set out in the Safer Food, Better Business Food Hygiene Practice Guidance.
- We display and distribute information from the 'Change4Life' campaign.
- We also use information from the Food Standards Agency to inform our planning for menus and guidelines for lunch boxes.

### **Include appropriate food hygiene training during induction and on-the-job training to all staff involved in the preparation and handling of food.**

- Food Hygiene training is included in induction to all new members of staff.
- All staff are required to have an up-to-date food hygiene certificate.
- All staff are required to read the Safer Food, Better Business Food Hygiene Practice Guidance and sign to say they have read and understood.

### **Packed Lunches**

If a parent decides to send their child with a packed lunch, we will work with them to ensure they are healthy and nutritious. We will offer advice and guidance to parents and carers on packed lunches if required. We can offer a range of ways to support parents/carers e.g. information sheets, signpost websites and meetings.

We encourage parents to follow the Eatwell guide model for their packed lunches content as follows

- Fruit and vegetables; at least one portion of fruit, vegetables or salad a day. Ensure grapes and berries are cut in half (long ways).
  - Carbohydrates; starchy food such as bread, pasta, rice, couscous, noodles, potatoes (not fried)
  - Dairy; food such as milk, cheese, yoghurt, fromage frais, or soya products
  - Drinks; water, pure fruit juice (no added sugar), milk, yogurt drinks or smoothies.
- An un-iced cake or small packet of biscuits – not to contain chocolate.
- All packed lunches should be age appropriate, so that the child can eat independently and should not need preparing by the teacher.
- Age appropriate crisps or snacks.

The following should be avoided in packed lunches

- Fried food
- Chocolate, including chocolate spread and chocolate chips.
- Nuts or nut products.
- Fizzy/sugary drinks in cartons, bottles or cans (including diet or energy drinks which contain high levels of caffeine and other additives which are not suitable for children).
- Confectionary such as chocolate bars, chocolate covered biscuits and sweets.

## **Drinks**

- Any drinks provided in lunch boxes should only include either plain water, milk, unsweetened fresh fruit juice, diluted fresh fruit juice, fruit of dairy based smoothies.
- Please note that we are very happy to provide fresh drinking water every day.

## **Foods and Drinks High in Fat and/or Sugar**

It is important not to fill up on too many foods that are high in fat and/or sugar at the expense of other more nutritious foods. Limiting high fat and sugar foods will help protect young people from becoming overweight as well as helping prevent tooth decay, heart disease, stroke and diabetes. Please avoid sweets, chocolate, crisps, cereal bars, fruit bars, toffee/salted popcorn, squash and fizzy drinks in a packed lunch.

## **Nut Free Products**

- Please ensure the contents of the packed lunch **do not** contain nuts as this is a high allergen which can cause life threatening illnesses, please check ingredients of products.

## **Packed Lunch Containers**

We ask that parents/carers provide a packed lunch container where food items can be stored securely and appropriately until the lunch time period. As fridge space is limited we advise the packed lunches are in insulated bags, preferably with freezer blocks to keep food cool especially in the summer months.

### **Meal supervision**

- Children will be supervised at meal times and staff will be aware of any children with allergies/dietary requirements to ensure no 'swapping' of food was to occur.
- If a parent was to forget their child's lunch box then the nursery would provide the child with a meal.

## **We will notify Ofsted of any food poisoning**

- We will contact Ofsted of food poisoning effecting more than two children as soon as is reasonably practical but in any event within 14 days of the incident occurring on 0300123 4666.
- We would also contact our local Environmental Health Officer

## **Socialising/Promoting Independence at Mealtimes and Snack**

- During snack and meal times staff sit with the children, providing a good role model.
- We encourage children to try all foods they are unsure about and praise good eating.
- At snack time all children are encouraged to wash their hands before coming to the table.
- During snack children are encouraged to pour their own drink, spread their own cracker and cut up their own fruit as appropriate dependent on their own age and development.
- After snack children are encouraged to take their plate/cup to the sink to be washed.
- Pictorial references are used to show children what is on offer.

- Children are encouraged to use the appropriate utensils to eat their meals whether this be a spoon or knife and fork.
- Children are encouraged to use 'please' and 'thank you' as we develop their social skills.
- Children sit in small groups and we encourage them to talk to their friends in order to further develop their social skills.
- Portion sizes are appropriate to each child. We will serve the food appropriately according to the stage of development of the child, from smooth purees to lumpier weaning food to chopped food.
- Second helpings are offered to children if they are still hungry.
- Children are encouraged to try all meals but never forced to eat anything they do not wish to. If a child was not to eat any main course then a dessert will still be offered. Fresh fruit is always available if an alternative is needed.
- Children are always given plenty of time to finish their meals, and children are always asked if they are finished before plates are cleared.
- Food will not be used or threatened to be used in behavioural management.
- We encourage children to take part in the preparation of their food during cooking activities. Children also occasionally prepare their tea time dessert.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- Babies who still have bottles feeds are held whilst feeding to enforce a feeling of love and security.

Signed:

\_\_\_\_\_

Name of Signatory: Amanda Pheasant  
 Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021 (or earlier if a change occurs)

## **Health and Safety Policy**

### **Aim**

At Moat Barn Nursery, we believe that the health and safety of children is of paramount importance. We make our nursery a safe and healthy place for children, parents, staff and visitors.

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

Amanda Pheasant is responsible for health and safety at the nursery. The health & safety poster is displayed in the office.

### **This policy is underpinned by:**

- **Children Act 1989 and 2004**
- **Disability Discrimination Act 1995 and 2005**
- **Data Protection Act 1998**
- **Employment Act 2002**
- **Human Rights Act 1998**
- **The Health and Safety at Work Act 1974**
- **Regulatory Reform (Fire Safety) Order 2005**
- **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)**
- **Management of Health and Safety at Work Regulations 1992**
- 

### **Further guidance**

#### ***Fire Safety Risk Assessment - Educational Premises (HMG 2006)***

### **Risk Assessments Indoors and Outdoors.**

- All children will be supervised by adults at all times.
- Risk Assessments of the premises, both indoors and out are in place and made regularly.
- Risk Assessments for activities such as wood work, swimming and outings are in place.
- Dynamic Risk Assessments are carried out continuously by staff as they assess the everyday hazards, for example, weather conditions.
- Daily safety checks are carried out in each room of the nursery as well as the outdoor areas. Daily safety checks are a comprehensive check of the suitability of each room for the children to play safely and securely. The daily outdoor check, checks the perimeter security as well as the safety and cleanliness of the equipment.
- Any hazards or faulty equipment are reported to a member of management immediately.
- We have a maintenance book where any items in need of repair are listed for the maintenance man to fix on his next visit.
- All windows are made of safety glass and all windows to the front of the building have opening restrictions to prevent trespassers.
- Outdoor space is securely fenced, and the back gate is securely bolted from the inside.
- Equipment is checked regularly, and any dangerous items are repaired or discarded with immediate effect.
- All dangerous materials, including medicines and cleaning materials are stored out of reach of children.
- Sand pits and water are closely monitored by an adult at all times and are checked daily for cleanliness.
- Opening and closing checks are carried out in the kitchen.

- We meet our legal requirements for the safety of our employees and the children in our care by complying with COSHH (Control of Substances Hazardous to Health)
- We meet our legal requirements for the safety of our employees by complying with RIDDOR (The Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the local office Health and Safety Executive.
- All Risk Assessments are reviewed annually.
- The Sensory Garden within nursery has been designed and planted by the staff and children and we ensure that all staff and children are aware of plant safety. We have a maintenance man who does a weekly sweep of the outdoor area and removes weeds and any other unknown plants.

### **Emergency Evacuation Procedures**

- The fire safety risk assessment is annually reviewed or sooner if matters arise from routine fire drills.
- The fire alarm will sound to let everyone know they have to evacuate.
- Evacuation routes can be found in every room.
- The manager will collect the mobile phone, the nursery phone, visitors signing in book, staff register, children's registers, key to the Bowls club and children/staff contact details file from the office. Staff will take with them the register from their room. Children and staff then congregate in the front car park.
- Whoever is in the staff office will check the staff room, staff toilet and entrance cloakroom.
- Office staff and kitchen staff will help in the evacuation of non-walking children.
- A headcount then register will be taken outside of staff, children, students and visitors to ensure all are present.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises;
  - explained to new members of staff, volunteers and parents; and
  - practised 8 weekly
- Records are kept of fire drills and we include date and time of the drill, how long it took and any comments that delayed evacuation and any further action taken to improve the drill procedure.
- The Fire Safety Equipment is serviced annually.

### **Emergency Contacts**

- There is a list of emergency contact numbers up in the office.

IAA - 0845 60 800 33

These are checked every 3 months to make sure they are the same. The manager will be the person responsible for this.

### **Hygiene**

- All staff attend Food Hygiene courses every three years.
- During induction staff need to read and understand the procedures from the Safer Food, Better Business guidelines.
- Colour coded cloths and mops are used throughout the nursery to prevent the spread of infection.

- We prevent the spread of infection by ensuring that the following good practices are observed:-
  - Wash hands after using the toilet, before and after eating.
  - Hygiene rules relating to bodily fluids are followed with particular care and all staff and volunteers are aware of how infection, including HIV infection, can be transmitted.

### **Individual Responsibilities**

- All staff are required to have Level 2 Award in Food Safety and Catering.
- Our Health and Safety Officer is Amanda Pheasant.
- All staff/students and volunteers undergo Food Hygiene and Safety as part of their induction.
- All staff are required to read and sign to say they have understood the 'Safer Food, Better Business' guidelines. The guidelines which are stated in this initiative are the basis of all our safe and hygienic practice within the nursery.
- All staff are required to register with the on-line Suffolk County Council Training Unit and noodle now to use the sites to inform themselves of courses to extend their skill and knowledge base.
- We have a Training Officer Amanda Pheasant, who oversees the mandatory training of staff and therefore ensures staff are up-to-date in their training.
- Moat Barn Nursery is dedicated to improving the skills of its practitioners and encourages the staff to seek advancement in their training.
- Staff are made aware of relevant legislation by reading and understanding our policies and undertaken an online Food Safety Course.
- We enforce a strict NO Smoking Policy within the grounds and buildings of Moat Barn Nursery.

### **Nappy Changing**

- We check nappies every 2 hours and change if necessary. We change nappies if they are obviously dirty, whenever they are noticed if this is less than 2 hours. All nappies are changed every 3 hours.
- Children are changed on a changing mat by their Key Person (or Buddy) whenever possible.
- The changing mat is cleaned with disinfectant spray after every use. Staff use disposable gloves and aprons, children are changed in an area where they have a degree of privacy but not in a closed room.
- Children are changed using wet wipes or cotton wool and water if they appear to be sore. Soiled nappies are placed in nappy sacks and placed in the nappy bin which is emptied twice a day.
- If a child is sore sudocream is applied with a change of gloves and cotton wool pads.
- All nappy changes are noted on the daily nappy changing pro-forma.
- Children are encouraged to wash their hands after their nappy has been changed.

### **Cleaning**

We maintain high standards of cleanliness throughout the nursery by thorough daily cleaning carried out by the staff throughout the day and a cleaner at the end of the day. We believe high standards are necessary not only to stop the spread of infection but also to provide a pleasant play and work environment.

- A cleaning rota for all inside areas is clearly displayed in the office
- Cleaning materials have been carefully sourced and are used according to manufacturer's instructions
- Separate colour coded mops, cloths and buckets are used for toilets, kitchens and playrooms.
- The cook completes her own daily, weekly, monthly and quarterly cleaning schedule for the kitchen.

- The outside area is cleaned and maintained weekly
- Toys are cleaned with hot soapy water / Milton solution or in the washing machine as appropriate.
- Each child has his/her own bedding which is washed frequently.
- All loose materials such as rugs and throws are washed frequently.
- Carpets are shampooed termly.
- All soft toys and dressing up clothes are washed regularly.

### **Sick Child and Illnesses**

- All staff are trained in Paediatric First Aid and this is renewed every three years.
- Parents complete emergency contact details on registering their child to nursery which are stored in the child's file.
- Staff, students and volunteers complete emergency contact details prior to starting at the nursery
- We follow the RIDDOR regulations to report and record work-related accidents.
- We refer to 'Guidance on Infection Control in Schools and other Childcare Settings' from the Health Protection Agency to give us guidance on the control of infectious diseases, this information is displayed for parents and we will inform parents of any infectious diseases. Any diseases listed which require us to consult with our local Health Protection Unit would also be reported to Ofsted.
- We follow the exclusion periods recommended by the Health Protection Agency ([www.hpa.org.uk](http://www.hpa.org.uk))

### **Transporting Children Safely**

- Our car insurance covers us to transport children on trips during 'Holiday Club'.
- We carry out a risk assessment.
- A letter is given to parents to give permission for their child to be carried in the nursery car, which the parent signs and dates.
- The permission letter is then kept in their child's file.
- The nursery car insurance covers drivers over the age of 21 with a full, clean driving licence to drive the vehicle although the owner has created a shortlist of named drivers.
- A copy of each drivers driving licence is kept on file.
- Before each school run the driver carries out a daily safety check of the car. The car also undergoes a weekly safety check. All issues from these safety checks are dealt with swiftly as a matter of priority.
- The car undergoes the legally required MOT.
- On each school pick up the driver takes a list of the children to be collected, car seats, first aid kit, and mobile phone.

### **Visitors**

- Every visitor has to sign in the visitor's book. They put the date, name, what time they come in, the purpose of their visit and then what time they leave.
- When a visitor comes to the nursery we will ask to see the badge if they haven't got it on view.
- We ask visitors to wear a dated sticker to show that they are a Visitor to nursery if they are not displaying a clear badge already.
- Visitors will be asked to leave their mobile phone in the office.

- Visitors are made aware we are a strictly NO Smoking environment.

### **Insurance**

- The nursery holds public liability insurance

### **Manual Handling**

- Staff receive guidance from our 'Behaviour Management Policy' on the use of physical intervention.
- If the need arose for the staff to receive training on Manual Handling to support a child with Additional Needs then we would seek training from appropriate outside agencies.
- Staff receive training on Manual Handling to enable them to lift and carry children appropriately where necessary.

### **Sleeping Children.**

- When children are sleeping they are checked regularly, normally every 15-20 minutes which is recorded on a sleep chart. There is also a sound baby monitors in use within the baby sleep room.
- At registration, and again when children transition between rooms, parents are asked information regarding their child's sleeping/resting routine. We follow each individual child's routine whenever possible.
- We provide a quiet cosy corner which is always accessible to the children in each room, which allows them to rest if they wish.
- We have 2 sleep rooms with cots for the under two year olds and we have mats for older children.
- We undress children to their underwear/nappies and vests when children are put down to sleep.
- Temperatures of the sleep rooms is checked.
- Each child is given their own sheets which are stored in named 'pigeon holes' and are washed frequently.

### **Records**

- When a child has an accident at nursery this is recorded on an 'Accident Form' together with a Body Map. This details the date, time and nature of the accident together with the child's reaction and any first aid given. This is signed by a member of staff and a witness if appropriate. This form is given to the parent when they collect the child for them to sign and receive details from the staff member concerned. This form is copied so that the parent and nursery each have a copy.
- If a child hits their head (even a minor bump), nursery will call parents to advise.
- Checks are made to ensure we have permission to apply plasters etc if necessary.
- The Accident Form shows the child's name, date, accident/incident, action taken such as a cold compress and signatures of staff involved.
- If a child has a non-accidental injury whilst at nursery, eg is bitten by another child, then the staff must complete an 'Incident Form' for both children. These forms are given to both children's parents for signing. The names of the children are kept confidential. These forms are copied so that parents and nursery each have a copy.
- If a child comes in with an injury from home then we ask parents/carers to complete a 'Home Incident Form'. This details information about the date, time and circumstances of the injury. It also asks for witnesses and any treatment given. This is signed by the parent. It is also countersigned by the Safeguarding Officer. These forms are copied so that parents and nursery each have a copy.

- The Accident Form, Incident Form and Home Incident Form are shown to the designated Safeguarding Officer each week who reads and makes a decision whether to pursue the matters further at that point. The forms are then filed in each child's personal file.
- If the Safeguarding Officer feels that any child needs further monitoring then they should open a 'Record of Concern' and follow the protocol as outlined in CAF. CAF course has been attended by Tina Hulkes and Amanda Pheasant.
- All children's records are held confidentially and are only shared with other agencies as strictly prescribed by regulations (Data Protection Act 1998).
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Signed:

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Name of Signatory: Amanda  
Role of Signatory: Pheasant  
Proprietor  
Date: March 2020

Date to be reviewed: March  
2021 (or earlier if a change  
occurs)

## **Infection Control**

Here at Moat Barn Nursery we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the Health protection in schools and other childcare facilities guidance which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which 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.

### **This policy is underpinned by:**

*The Health and Safety at Work Act 1974*

*Public Health (control of diseases) Act 1984*

*Public Health (infectious diseases) Regulations 1988*

*Health Protection Agency Act 2004*

*Childcare Act 2006*

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 are 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 or through washing in the washing machine
- 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 individual bedding for children 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 infection in the nursery. Staff are also requested to stay at home if they are contagious.

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.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **Medication/Sickness**

**This policy is underpinned by:**

**The Human Medicines Regulations (2012)**

**Further guidance**

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

**While it is not our policy to care for sick children, we agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.**

- Parents are required to complete a permission slip for prescribed medicines before they leave the premises.
- In the event a child has a high temperature over 38°C the parent will be called to authorise the administration of infant paracetamol (Calpol). A Medicine Form will be completed with a name, date, time and dosage which will then be signed by the parent on collection of their child.
- When a child becomes ill at nursery it would be normal practice for the child to be collected and taken home.
- Where possible a child's parents should administer medicine.
- Calpol/ infant paracetamol will only be administered to a child if they have a temperature over 38°C or if it has been prescribed by a doctor due to illness and will not be given as a preventative measure. If parents/carers know their child will need this type of medication in advance then it must be provided by them.
- When medicine is administered two members of staff are required to be present and both must sign the form, the Room Leader must be present to witness the administration of medicine, in their absence or if they are administering the medicine a member of management will witness the administration of the medicine.
- When a child arrives at nursery and the parent/carer informs a member of staff that the child has been given medication during the night or before their visit, a medicine form must be completed by the parent before they leave the nursery to confirm the time and dosage of the last administration so that medication is not administered again too early.
- If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects as well as to give time for the medication to take effect.
- Medication is kept in a high cupboard in the main kitchen which is inaccessible to children. If medicine needs to be stored in the fridge it is put in a labelled box.
- All medicines must be in the original containers and clearly labelled with the child's name. Parents will be required to complete a medicine form detailing the exact times and dosage that should be administered.
- For some conditions, medication may be kept in the setting. The key worker must check and record that any medication held to administer on an 'as and when' required basis, or on a 'regular' basis, is in date and any out-of-date medication is returned to the parent. This record is kept within the medicine box in the kitchen.
- All medicines prescribed by a doctor or other professional must be accompanied with clear written instructions from the professional.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- Once the parent has completed the medicine form on arrival of the child, the Key Person will then make a note on the register and the medicine white board located in the child's room with details of the child's name and what medicine is due at what time throughout the day.

- Any medication given is checked for Asprin, as any medication containing Asprin cannot be administered unless prescribed by a doctor.
- When the medicine has been administered during the day the register will be ticked off and the child's name on the white board will be ticked so that all staff are fully aware at all times of when a child is due medication and if it has already been administered.
- On collection of the child the medication will be handed back to the parent/carer and the parent/carer must sign the medicine form to verify their acceptance that the medication has been given.
- No member of staff or child should attend the nursery if they are or suspect they are suffering from any form of contagious/infectious illness. Once they are better they should return unless they pose a risk of infection to others. All infectious illness should be reported to the nursery as soon as possible and cautions to limit the spread of infection will be implemented.
- The first aid kits are checked every month to ensure they are complete and all dressings are within their use by date.
- Should a child cut or graze themselves whilst at nursery the wound will be cleaned and dressed appropriately by a member of staff wearing gloves. The accident will be recorded on the accident sheet which the parent will need to sign on collection of their child and a copy of the form will be sent home with the parent.
- A Care Plan will be put into place for any child that needs additional support, this would be done in liaison with the parents/carers as well as other care professionals if appropriate.
- The nursery will require any child with head lice to be treated before the child returns. Parents will be informed if there is a case of head lice in nursery.

## Emergency Treatment

- Parents are required to complete on registration a detailed care form giving details of their child's health including giving permission to apply plasters and sun cream. We will also require emergency contact details.
- Parents are asked to keep their children at home if they have any infection and inform the nursery as to the nature of the infection so that the nursery can alert other parents and make careful observations of any child who seems unwell.
- If a child or member of staff suffers from sickness or diarrhoea whilst at nursery they should go home straight away. Parents will be contacted and asked to collect their child as soon as possible. All such phone calls are logged so that an accurate record is kept. In the meantime, the child will be cared for away from other children with a member of staff present. There must be at least a **48** hours period since the last occurrence before they return to nursery.
- If a child becomes ill with an infectious illness such as chicken pox or has a temperature the parent will be called immediately and asked to collect the child as soon as possible. Whenever a child has their temperature taken it is logged so that a record is available to the parent. In the meantime, the child will be cared for away from other children with a member of staff present and their condition closely monitored.
- We have a written procedure displayed in the office which gives clear guidelines to staff on when to call for an ambulance. It also states the procedures for then calling parents and accompanying the child to hospital. In the event that a child is taken to hospital a member of staff will accompany the child in the ambulance. A senior member of staff would follow in their car to give extra support.
- First Aid Kits are stored in each room and the main office.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: Mar 2020

Date to be reviewed: Mar 2021  
(or earlier if a change occurs)

## **Accidents and First Aid**

This policy supports the following legislation and government guidelines:

*Children Act (CA) 1989 and 2004*

*Data Protection Act (DPA) 1998*

*Every Child Matters – change for children (ECM 2004)*

*The Health and Safety at Work Act 1974*

*Health Protection Agency Act 2004*

*Childcare Act 2006*

At Moat Barn 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.

### **Accidents**

- 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 staff who 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. A copy of the form is to be offered.
- The nursery manager reviews the accident forms at least monthly for 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)

RIDDOR applies to all work activities but not all incidents are reportable. If someone has had an accident in a work situation where you are in charge, and you are unsure whether to report it just call the Incident Contact Centre (ICC) on 0845 300 99 23. .

Incidents reported under RIDDOR are:

- Deaths
- major injuries
- fractures, other than to fingers, thumbs and toes
- amputations
- any injury likely to lead to permanent loss of sight or reduction in sight
- any crush injury to the head or torso causing damage to the brain or internal organs
- serious burns (including scalding) which: covers more than 10% of the body

- causes significant damage to the eyes, respiratory system or other vital organs
- any scalping requiring hospital treatment
- any loss of consciousness caused by head injury or asphyxia
- any other injury arising from working in an enclosed space which:
  - leads to hypothermia or heat-induced illness
  - requires resuscitation or admittance to hospital for more than 24 hours
- over-7-day injuries – where an employee or self-employed person is away from work or unable to perform their normal work duties for more than 3 consecutive days
- injuries to members of the public or people not at work where they are taken from the scene of an accident to hospital
- some work-related diseases
- dangerous occurrences – where something happens that does not result in an injury, but could have done

Reports must include the date, time and place of the event, personal details of those involved and a brief description of the nature of the event or disease.

These records are kept by:

- keeping copies of report forms in a file
  - using your Accident Book entry
  - maintaining a written log
- 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.

### **Head injuries**

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

- Calm the child
- Assess the child's condition
- Ascertain if a hospital or ambulance is required. If so, we will follow our procedure for this (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, we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury
- Complete the accident form
- Keep the child in a calm and quiet area whilst awaiting collection
- If not, a call is made to the parents advising them that their child has banged their head and will be monitored if any change in child parents will be called again.

## **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 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.

*\*If a child has an accident that may require medical treatment but not an ambulance, we may choose to transport children within the nursery vehicle or staff vehicle with the following procedure.*

- *Requesting permission from parents*
- *Ratio requirements of the setting are maintained*
- *The age and height of the child, in regards to will they need a car seat? Are taken into consideration.*
- *Ensuring the transport is covered under business insurance.*
- *There is at least one adult additional to the driver acting as an escort.*
- *Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded*

## **First aid**

The first aid boxes are located within each room's bathroom.

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 is Emma Felgate and replaces items that have been used or are out of date.

The staff first aid box is kept in the kitchen along with a burns kit. This is kept out of reach of the children.

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.

**All of the staff are trained in paediatric first aid and this training is updated every three years.**

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.

### **Food Safety and play**

Children are supervised during mealtimes and food is adequately cut up to reduce choking. Food is used as a play material as we understand that learning experiences are provided through exploring different malleable materials the following may be used. These are risk assessed and presented differently to the way it would be presented for eating e.g. in trays,

- Playdough
- Cornflour
- Dried pasta, rice and pulses.

Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g. fruits and vegetables. Children will be fully supervised during these activities.

### **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. Staff are consulted when choosing PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing 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.

### **Needle punctures and sharps injury**

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

At Mulberry Bush Nursery we treat our responsibilities and obligations in respect of health and safety as a priority following the current health and safety legislation.

Signed:

\_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March  
2021 or earlier if a change  
occurs

## **HIV and AIDS**

What is HIV and AIDS?

- AIDS stands for Acquired Immune Deficiency Syndrome. This is a condition in which the body's natural defences are severely damaged by infection with a virus called Human Immunodeficiency Virus-HIV. You can only have AIDS if you are already HIV positive. HIV is found in body fluids, especially in blood, semen and vaginal fluids. It only lives for a very brief time outside the body. Normal hygiene practice and precautions should eliminate any risk there may be.
- The HIV virus cannot be passed on by using the same lavatory, sharing cup or cutlery, touching or even kissing an infected person. Nor can it be transmitted through swimming or paddling pools.
- Normal hygiene precautions are aimed at the prevention and control of ANY illness, whether it originates from an infestation (e.g. worms) a bacterial or a viral source.
- No child who is HIV positive will be denied the benefits and support that the nursery can offer.
- Confidentiality will be given the utmost priority. It is important to be aware of the stigma this condition can have, also the repercussions it may have on the child, family and group. It is important that the Nursery Manager and other employed permanent staff are informed of the situation such as the Key Person, Key Person Buddy and Room Leader. The Owner should also know as she is responsible in name for the Nursery. Good hygiene practices must be established to protect children from ANY illness or infection.

The degree of confidentiality does not need to be limited to those named above if it is not the wish of the parents. This must be discussed with all of those named above along with the possible consequences.

Signed:

\_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March  
2021 (or earlier if a change  
occurs)

## **Intruder Policy**

### **Statement of Intent**

At Moat Barn Nursery we believe that the safety of the children and staff in our nursery is of paramount importance. We make every effort to keep our nursery secure.

CCTV surveillance is situated in the building and outside the building with appropriate signage.

### **Aim**

The aim of this policy is to inform staff and parents/carers of the procedures to take in the event of an intruder being identified on the premises. All staff must be aware that it is their priority to maintain the safety of any children in their care as well as their own safety and to protect the nursery environment and equipment.

### **Methods**

An intruder is an individual in the nursery who has not followed established visitor procedures and may or may not be a safety hazard to the nursery. This policy provides a means of dealing with either situation.

Any member of staff who observes an individual in the nursery who appears suspicious or out of place should approach the individual (if safe to do so), ask their name and purpose in the nursery, or contact a member of the management team for assistance.

The person approaching the suspicious individual must determine if the person poses a safety hazard or just needs to be made aware of the procedures in place for visiting the nursery. While determining the status of a visitor, every effort must be made to ensure children in our care are safe, feeling secure and where possible continuing to be engaged on their current activities. If need be children must be given reassurances as to their own and others safety and well being.

#### **A) Procedure for visitor with legitimate business:**

1. Identify the person and determine their purpose or need for being in the nursery.
2. Escort the person to the office or to a senior member of staff and have them check in as a visitor. Ensure they are aware of the procedures in place for visiting the nursery for future reference.
3. Wait for a member of the management team to come to you, if safety issues do not permit you to leave your post.
4. Security will be reviewed to determine how the intruder gained entry.

#### **B) Procedure for intruder who may pose a safety hazard:**

1. Politely greet the intruder, identify yourself and ask them their purpose for visiting the nursery.
2. Ask a colleague to watch you at all times.
3. Explain that all visitors must report to the management team or supervisor.
4. Depending on the circumstances and the demeanour of the intruder, the Manager / Supervisor will make every effort to call the police and report the incident. If the intruder appears agitated, irrational or refuses to leave the building in a peaceful manner, endeavour to calm the person by talking in a low calming reassuring voice whilst trying to gain the attention of a colleague to call the police.
5. If the police are called and the individual leaves or attempts to leave prior to the police arriving, do not attempt to physically detain or restrain the person. Contact the police to inform them that the person has left the building, the direction they left in and their means of transport if known.

6. If the individual stays until the police arrive, inform the officers of what has happened that led to the individual being with you so they can deal with the matter. Also verbally ask the person not to return to the nursery whilst still in the presence of the police.
7. Security will be reviewed immediately.
8. Log incident and actions as soon as possible.

**C) Procedure for intruder who is armed or otherwise poses a safety hazard:**

1. Alert all members of staff
2. Contact the police as soon as possible to alert them to the incident
  - Give the operator all the information regarding location of the intruder, a physical and clothing description and the weapon involved
  - Advise the operator of what you are doing to ensure the safety of the children and other members of staff
  - Remain on the line until the operator advises you to hang up
  - Monitor the location of the intruder until the police arrive
3. When confronting an intruder, take a colleague with you. Ask another member of staff who is not involved to contact a member of the management team. Determine who will initiate contact with the intruder and who will be the back up person. Both members should break of contact and leave when it is safe to do so. Attempt to direct the intruder to areas where there are no children. Use casual conversation or body language to calmly direct the situation. If the intruder shows a weapon, assure him/her that it is not necessary to consider using the weapon.
  - a) Back away slowly and leave the area, ensure you are still facing them whilst walking away and try not to turn your back on him/her
  - b) Both of your hands should be with your palms facing the intruder whilst slowly walking away
4. Remain calm, do not attempt to disarm the person
5. Once the police arrive tell them the location and description of the intruder and inform them of anything they said.
6. Be prepared to keep the media, parents and other community members out of the nursery, the police will secure the building.
7. All staff members and visitors should remain in their designated area/room with the children unless directed by the police, reassuring and engaging the children as appropriate.

In any event there will be a thorough investigation of the incident, and a report will need to be made by all staff involved.

Inform the children's parents and Ofsted of the incident and the subsequent investigation with due regard to confidentiality.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant  
 Role of Signatory: Proprietor

Date: **March**  
**2020**  
 Date to be reviewed: March 2021  
 (or earlier if a change occurs)

## **LATE COLLECTION PROCEDURE**

1. In the event that a child is not collected at the end of their usual session their Key Person should check with all other members of staff that a message has not be left advising that the child's session has been extended. If the child has not been collected after a period of 30 minutes, contact should be made with the parent/carer who has been nominated to collect them (6.15 p.m. if their booking is until 6.00 p.m.).
2. If contact cannot be made with them, then the emergency contact number should be used.
3. If contact cannot be established the child must remain on the nursery premises until collection or contact can be established with a member of their family.
4. The Owner, Manager or Assistant Manager must be made aware of the circumstances and must be prepared to stay on the premises with the child until contact can be made with a known carer. All reasonable attempts will be made to contact the parents or nominated carers. The nursery will reserve the right to charge for additional hours worked by staff depending on the circumstances.
5. The child may be collected by a relative or close friend of their parents once the reason for non-collection has been established and only if these people are known to the nursery staff and parents have authorised this. We will only allow collection by a person that has legal access to the child and has parental responsibility for the child as detailed on their registration form.
6. If collection is not possible due an accident or other emergency and contact has been made with a relative or close friend with authority, the child may be delivered to that person in the registered and insured nursery vehicle.
7. If no contact can be made by any person associated with the child then the nursery staff would contact Suffolk County Council CUSTOMER FIRST on 0808 800 4005 . We would follow the Suffolk Safeguarding Children Board's flowchart and notify Ofsted of the referral.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021  
(or earlier if a change occurs)

## **Looked After Children Policy**

'Looked after children' (LAC) are children who have either been taken into care by the local authority, or have been accommodated by local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but small number may be in a children's home, living with a relative or even been placed back home with their natural parents.

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional wellbeing.

Moat Barn Nursery places an emphasis on promoting children's rights to be strong, resilient and listened to.

Although the term 'looked after child' denotes a child's current legal status this term is never used to categorise a child therefore making them stand out from others.

Moat Barn Nursery will always aim to support every child involvement with a LAC. We will always endeavour to find out as much information as possible from the referring agent.

The designated person for looked after children will be the Child Protection Officer Tina Hulkes and in her absence Amanda Pheasant the Deputy Officer.

As with all other children at the setting the child will have a Key Person. The designated officer will ensure the Key Person has the information, support and if necessary any appropriate training to meet the needs of the child.

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

We recognise the role of the local authority social care department as the child's corporate parent and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carers role in relation to the setting without prior discussion and agreement with the child's social worker.

We will endeavour to get a copy of the child's care plan which should consider issues for the child such as;

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed
- The child's sense of culture, language/s and identity – how this is to be supported
- The child's need to sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- How any special needs will be supported

The care plan should also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when and where and what form the contact will take will be discussed and agreed

- What written reporting is required
- Wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning
- With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun day etc alongside the foster carer.

The settling in process for the child is agreed. It should be the same as for any other child, with the foster carer taking place of the parent, unless otherwise agreed. During the settling in sessions it will be important that it is visible that the child has formed a relationship with his/her Key Person to act as a secure base to allow gradual separation from the foster carer. This process may take longer in some cases so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

In the first few weeks after settling in the child's wellbeing is the focus of observation, their sociability and their ability to manage their feelings with or without support. Further observations about communications, interests and abilities will be noted to form a picture of the whole child in relation to the EYFS 7 areas of learning.

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

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

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

Transition to school will be handled sensitively and the designated person and the child's Key Person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021  
(or earlier if a change occur)

## **MISSING CHILD POLICY**

### **This policy is underpinned by:**

Children Act (CA) 1989 and 2004

Data Protection Act (DPA) 1998

Practice Guidance for the Early Years Foundation Stage

**Health & Safety guidelines** [www.hse.gov.uk](http://www.hse.gov.uk)

1. As soon as it is noticed that a child is missing from the nursery premises a thorough check of the whole building must take place.
2. All entrances and exits must be checked to ensure they are secure.
3. If the child cannot be found inside the building, the swimming pool, pond and nearest road must be checked first.
4. A thorough inspection of the nursery grounds and farm yard must take place.
5. If there is no trace of the child the police must be contacted straight away, either telephoning 999. The child's parents or carers must then be notified.
6. A thorough search, made by as many members of staff as possible must continue to take place until the child is found.
7. A full investigation into the circumstances of the failure to keep the child safe must be carried out and an entry made in the Incident Book. Procedures will be reviewed and amended if necessary.
8. Ofsted would be notified depending on the circumstances of the missing child and whether the police were contacted.

Signed:

\_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021  
(or earlier if a change occurs)

## **Outings and Visits Policy**

### **Aim**

We believe that children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. We will ensure that such outings and visits are fully risk assessed and planned so that staff are fully prepared and every effort is made to provide a safe and stimulating experience for all children.

This policy is underpinned by

- *Childcare Act 2006*
- *Children Act 1989/2004*
- *EYFS Statutory Framework*
- *The Disability Discrimination Act 1995*
- *The Race Relations(Amendment) Act 2000*
- *SEN Code of Practice 2001*

### **Before the Outing/Visit**

- We ask permission on our Registration Form for all children to be taken on supervised local walks such to the farm and along footpaths
- For further afield trips such as to the Library, shops, swimming, Jimmy's farm, beach to name a few and we ask specific permission to be given in writing for the trip.
- All outings/trips are fully risk assessed prior to the trip by pre-visiting the venue of the outing by the staff involved and completing a full 'Risk Assessment'.
- The ratio of adult to child is also assessed before the trip ensuring that enough adults are taken to keep children safe. The ratios prescribed in the statutory framework are used as a minimum requirement but it would be normal practice to increase these ratios if appropriate.
- If appropriate we invite parents to attend the trip. In this case the parents would be fully briefed before the outing and a parent would never be left with children on their own.
- All parents of children going on outings are given full details of the trip in writing beforehand which would include the name of the 'Outing Co-ordinator', the planned departure and arrival times.
- The nursery owns its own 'mini bus'. This vehicle is used to pick for Holiday Club outings and other outings/trips as appropriate. It is fully maintained with daily and weekly safety checks. It is fully insured to carry adults and children and meets all legal requirements in regard of booster seats and safety belts. All staff who drive the vehicle are fully insured on Moat Barn Nursery Vehicle Insurance Policy. Details are kept on record as are all driver's license details kept on file.

- In the event of a child going missing whilst on a trip we follow our lost child procedure including contacting nursery of the situation.

### **Documentation/Resources taken on Outing**

- A full list of children and adults on the trip including contact details.
- Children wear a wristband at all times during outings with Moat Barn Nursery's contact number.
- A full list of any medical or other special needs of the children and adults.
- A ruck-sack containing a First Aid Box, spare clothes, at least 2 nursery mobile phones – note these do not have photographic ability.
- A nursery camera
- A bottle of water

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021  
(or earlier if a change occurs)

## **Safe Driving Policy**

### **Aim of this policy**

To reduce the risk of an accident and injuries by promoting a safe driving culture within the organisation.

### **Objectives of the policy**

- To ensure that staff who drive vehicles in the course of their work demonstrate safe, efficient driving skills and other good road safety habits at all times.
- To maintain all vehicles in a safe, clean and roadworthy condition to ensure the maximum safety of the drivers, occupants and other road users, and reduce the impacts of company vehicles on the environment – this also applies to personal vehicles used for work purposes.

### **Code of conduct**

Moat Barn Nursery states that: “While driving company vehicles or own vehicles for work purposes, staff must comply with traffic legislation, be conscious of road safety and demonstrate safe driving and other good road safety habits”.

The following actions in company vehicles will be viewed as serious breaches of conduct and dismissal may be a consequence:

- drinking or being under the influence of drugs while driving
- driving while disqualified or not correctly licensed
- reckless or dangerous driving causing death or injury
- failing to stop after a crash
- acquiring demerit points leading to suspension of licence
- any actions that warrant the suspension of a licence.

### **Responsibilities as an employee**

Every driver of a company vehicle will:

- ensure they hold a current driver licence for the class of vehicle they are driving and this licence is carried when driving a company vehicle and a copy is held by the nursery.
- Immediately notify their supervisor or manager if their driver licence has been suspended or cancelled, or has had limitations placed upon it
- be responsible and accountable for their actions when operating a company vehicle or driving for the purposes of work
- display the highest level of professional conduct when driving a company vehicle
- Regularly have the oil checked, tyre pressures, radiator and washer bottle levels of company vehicles they regularly use
- comply with traffic legislation when driving
- assess hazards while driving and anticipate ‘what if’ scenarios
- drive within the legal speed limits, including driving to the conditions
- wear a safety belt at all times
- never drive under the influence of alcohol or drugs, including prescription and over the counter medication if they cause drowsiness – to do so will merit disciplinary measures
- avoid distraction when driving – the driver will adjust car stereos/mirrors etc before setting off, or

pull over safely in order to do so

- report any near-hits, crashes and scrapes to their manager, including those that do not result in injury, and follow the crash procedures outlined in this policy
- report infringements to a manager at the earliest opportunity
- report vehicle defects to a manager before the next vehicle use.

In addition, it is required that all drivers:

- take regular and adequate rest breaks, at least every two hours
- stop when tired
- plan their journeys, taking into account pre-journey work duties, the length of the trip and post-journey commitments

If an employee is driving their own vehicle for the purposes of work, the same policies apply. In addition:

- the employee must seek the employer's agreement before using their vehicle for work
- the car must be legally registered, warranted and insured for the purposes of work – the employee must show evidence of this on request
- the employee must not carry loads for which the vehicle is unsuited, nor may they carry more passengers than for whom there are seat belts
- the vehicle must not be used in conditions for which it was not designed (such as off-road).

### **Responsibilities as an employer**

The employer will take all steps to ensure company vehicles are as safe as possible and will not require staff to drive under conditions that are unsafe and/or likely to create an unsafe environment, physical distress, fatigue, etc.

The employer will do this by undertaking the following tasks:

Giving priority to safety features when selecting new vehicles, including:

- only buying and/or hiring vehicles that rate four or more stars on the ANCAP (Australasian New Car Assessment Program) tests
- choosing vehicles with ESC (Electronic Stability Control), ABS brakes and side head-protecting airbags
  - fitting all vehicles with a first aid kit, fire extinguisher, reflective vest, torch and emergency triangle.
  - All car seats are fitted correctly and maintain required standards of safety.

The person/position responsible for ensuring this is followed is Jane Mckee Nursery manager.

Ensuring all vehicles are well maintained and that the equipment promotes driver, operator and passenger safety by:

- servicing the vehicles according to manufacturers' recommendations
- setting up procedures where employees check vehicles' oil, water, tyre pressures and general cleanliness on a monthly basis, then record the inspections
- keeping maintenance schedules in the glove boxes of all vehicles, which are completed each time the vehicles are serviced in any way

- following the maintenance schedules in the vehicles' manuals
- setting up a procedure to identify and rectify faults as soon as practicable.

The person/position responsible for ensuring this is followed is Jane Mckee Nursery manager

Encouraging safe driving behaviour by:

- not paying staff speeding or other infringement fines
- forbidding the use of mobile phones in vehicles while driving
- encouraging regular breaks while driving
- encouraging the use of taxis and buses whenever necessary

What employees are to do if there is a crash in a company vehicle

Immediately stop your vehicle at the scene or as close to it as possible, making sure you are not obstructing traffic. Ensure your own safety first. Help any injured people and call for assistance if needed.

**DO NOT ADMIT FAULT**

Try to get the following information:

- details of the other vehicle(s) and registration number(s)
- name(s) and address(es) of the other vehicle owner(s) and driver(s)
- name(s) and address(es) of any witness(es)
- name(s) of insurer(s).

Give the following information:

- your name and address and company details.

If you damage another vehicle that is unattended, leave a note on the vehicle with your contact details.

Contact the police:

- if there are injuries
- if there is a disagreement over the cause of the crash
- if you damage property other than your own

Follow-up

If there is an injury or major damage, report the crash to your manager as soon as you can.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021  
(or earlier if a change occurs)

## **Partnership with Parents Policy**

### **Aim**

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting.

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

### **This policy is underpinned by:**

- **Children Act 1989 and 2004**
  - **Data Protection Act 1998**
  - **Every Child Matters Change for Children 2004**
  - **Freedom of Information Act 2000**
  - **Race Relations Act 1976**
  - **Race Relations Amendments Act 2000**
  - **Early Years Foundation Stage (EYFS) 2008**
- 
- We inform all parents about how the setting is run and its policies by showing all parents upon registration of their child where the policies are on display. Parents may have a copy of them if they wish.
  - We invite all parents to visit the setting before their child starts so that we can show them all around the nursery and answer any questions they may have.
  - A home visit is offered which consists of the child's key person and a member of management visiting the child within their own environment for again the parents to ask any questions and to get to know their child's key person.
  - Children are also invited in for 2 trial sessions of up to 2 hours during which parents may also stay if they wish. Parents are able to stay with their children to help them settle if they wish.
  - We ensure that parents are informed on a regular basis about their child's progress by ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families. We place emphasis on the close relationship between Key Persons and Parents/Carers and this involves talking to parents/carers at drop off and pick up to ensure all information is passed between the nursery and home.

- We communicate with parents mainly through e-mail sending individual and group emails advising all parents of the events at nursery along with displaying an A board with up and coming events displayed.
- We hold an informative and detailed website with information of the nursery for existing and perspective parents to view. Along with a facebook page which can be viewed showing events the children have been involved in and up and coming events the nursery will be taking part in. Parents are free to view and comment on.

## **Key Person Scheme**

We inform all parents on a regular basis about their children's progress. We do this by allocating each child a Key Person (and a Key Person buddy) prior to their entry to nursery and on transition to another room. The Key Person aims to build a close working relationship with the parents and other carers. The Key Person will where working hours permit meet with the parents at drop off and collection. The Key Person is available at these times or at other times by arrangement to discuss any issues or simply exchange information that may be relevant to the child's ongoing development and progress.

The Key Person completes a Learning Journey for each child which is based on observations from the child's play and then makes appropriate plans to stimulate the child's development. The Learning Journey is shared with the parents on a regular basis and we invite parents to contribute to the Learning Journey with comments and 'Wow Moments' sheets. There is also a 'Wow' Board available in each room for parents to record their child's achievements and celebrations which will in turn be transferred by the Key person to the child's Learning Journey.

For all children under 3 years of age the Key Person completes a daily diary so that parents can learn about their child's care and activities during the day. For children over 3 years diaries are offered, handover is more verbal. More individual information such as how much the child has eaten is also recorded on the register and parents are advised at the end of the child's session.

We hold regular Parents' evenings for children over 3 years of age.

We aim to keep each child with their Key Person throughout their stay in a particular room within nursery but this may need to be changed if staffing arrangements change.

- We welcome the contributions of parents, whatever form these may take and we hold annual Mother, Father and Grandparent weeks to specifically encourage everyone to join us with the children in nursery. We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We have an 'Open Door' Policy whereby parents can talk to us whenever they feel the need to.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure as shown in our complaints policy and having a suggestion box and suggestion book within the entrance of the nursery.

- We provide opportunities for parents to learn about the Early Years Foundation Framework and about young children’s learning, in nursery and at home by using displays and organising special evening discussions. We keep Parents/Carers informed by email and hard copy whichever is requested, for example power point presentations etc.
- Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the policies and procedures, we will ensure all parents are included.
- When we refer to ‘parents’ we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. ‘Parents’ also includes same sex parents as well as foster parents.
- ‘Parental responsibility’ is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.* (For a full explanation of who has parental responsibility, refer to *Child Protection Record* publication.)
- In compliance with the Welfare Requirements, the following documentation is in place:
  - Admissions policy.
  - Complaints procedure.
  - Record of complaints.
  - Developmental records of children.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021  
(or earlier if a change occurs)

## **Photography & Video Recording Policy**

This policy is supported by:-

The Data Protection Act 1998  
Freedom of Information Act 2000  
Children Act 2004

The Data Protection Act 1998 states how we need to comply with the use of photography within the nursery. In most occasions the act will not apply. The Act does not apply when permission to take a photograph is granted and this will usually be enough to ensure compliance.

Photos taken for official nursery use may be covered by the Act and children and parents should be advised when they are being taken.

Photos taken purely for personal use are exempt from the Act.

### **Aim**

Moat Barn Nursery safeguard the children against photographs and videos being taken, used and displayed without prior parental permission.

Photographs of children engaging in play and learning activities within our setting will be taken from time to time for the following purposes:

- To be used within the child's Learning Journey to supplement written observations
- To be displayed within the setting to allow children to reflect on and talk about their play and learning
- To be displayed within the setting to keep parents informed of activities provided within the setting
- To be displayed within the setting in order to provide photographic evidence of play and learning to local and statutory authorities
- To be displayed on the website and newspapers

To ensure that photographs are only used for the purposes, and in line with our safeguarding procedures, we have the following safeguards in place:

- Photographs will only be taken on the setting's camera or iPad. Staff are not permitted to use personal cameras or mobile phones for this purpose
- When photographs have been taken of the children and printed off for their purpose the image will be deleted from the memory card immediately.
- Photographs will not be stored electronically after the child has left nursery.
- Photographs will not be taken off the setting's premises, except when parents are given photographs of their own child(ren)
- Where photographs are to be used for marketing or publicity purposes, parents will be asked to sign a separate consent form.
- Names of children will not accompany photographs without parents prior permission
- Parents are asked on the registration form if their child's photographs can be displayed on the nursery website
- When a child starts at our setting, parents are asked to sign a permission form for us to take photographs in various situations and for use in various ways. We recognise that every parent has a right to refuse this request, and in these circumstances photographs will not be taken of the child or displayed in a certain way.
- Photographs and video footage will not be taken where a child does not want this to happen.

- Parents will be requested to sign a declaration form agreeing not to display any photographs from their child's Learning Journey that may contain other children on any public domain site. This will be kept in each child's file
- When a group photograph is to be taken, parents who have refused permission will be contacted to see if they would like to consent on that particular occasion.
- Parents will be given the opportunity at every public event such as Sports Day, Graduation Day and the Christmas Production to say if they object to a video or photographs being taken of their child. If no objection by a parent arises then permission will be granted for parents to record the event but we will ask every parent that takes a video recording or photographs to sign our 'Photograph & Video Recording' File to confirm they have taken pictures on this particular day, on a certain occasion for their personal use only. They will agree not to display any images containing other children from the nursery in any public domain.
- Cameras/IPADS are provided to staff in each room to enable them to take photographs by which to record images of the children's activities and achievements. All cameras/IPADS are stored confidentially in a locked cabinet overnight.
- There are no circumstances that will justify adults possessing indecent images of children. It is not acceptable under any circumstances for a member of staff to take photographs of children for their personal use. Staff must be vigilant to ensure children are not exposed to any inappropriate images or web links. If for any reason a child is on the internet it will not be without an adult with them and parental controls. If indecent images of children or other unsuitable material is found, the police and Local Authority Designated Officer (LADO) must be informed immediately. Following guidance all investigations must be left to the police.

Social Media is the term commonly given to websites or online tools that build and maintain community engagement, for example message boards, blogs, twitter, facebook and myspace. It is never appropriate for adults to name or otherwise identify any child or family that they work with on a social networking site and it is never appropriate to post pictures of, or to discuss or comment on, a child or family they work with.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021 (or earlier if a change occurs)

## **Safeguarding and Promoting Children's Welfare Children –Policy and Procedure**

EYFS key themes and commitments:

A Unique Child –	1.3 keeping safe
Positive Relationships –	2.1 Respecting each other
	2.2 Parents as partners
Enabling environments –	3.4 The wider context
Learning and developing –	4.4 Personal, social and emotional development

This policy is underpinned by:

- Children Act 1989
- Data Protection 1998
- The Protection of Children Act 1999
- Freedom of Information Act 2000
- Equality Act 2010
- Human Rights Act 2000
- Rehabilitation of Offenders Act 1974
- "What to Do if You Worried a Child is Being Abused"
- The Common Assessment Framework (2005)
- Keeping Children Safe in Education 2018
- Data Protection Act 2018

### **Aim**

Our nursery is committed to creating an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. We recognise that the welfare of all children is paramount and that all children and young people, regardless of ability or culture, have equal rights of protection. We have a duty of care when they are in our charge and will do everything we can to provide a safe and caring environment whilst they attend our setting. In order to achieve this, we will:

### **Exclude known abusers**

It will be made clear to applicants for posts within the nursery that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

When recruiting for staff at Moat Barn Nursery advertisements for vacancies will state that we are dedicated to the safety and welfare of our children and all applicants will require an Enhanced DBS check. Our application forms will also request information regarding the suitability of the candidate to work with young children.

All applicants for work within the nursery, whether voluntary or paid, will be interviewed and questioned during their interview and asked if they have any criminal records or live with anyone to their knowledge have childcare offences. Successful applicants would then be requested to provide at least two references from their most recent employers. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.

All staff employed in the nursery will need to have been vetted by the Disclosure and Barring Service and successfully pass an Enhanced DBS Check and then sign up to the DBS updating service so the nursery can regularly check for any activity.

We give staff members, volunteers and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children

All staff undergo an induction procedure where we emphasise the importance of safeguarding the children in the nursery. All new staff will be informed of the high expectations in regard to following our clear procedures and policies. We ensure this is clear to all staff by requiring them to read our handbook, our policies and further by meeting with our safeguarding officer to discuss in detail.

All appointments, whether paid or voluntary, will be subject to a minimum 3 months probationary period and will not be confirmed unless the nursery is confident that the applicant can be safely entrusted with children.

At the start of employment and annually thereafter (at the annual appraisal) a staff declaration form will be required to be completed to ensure continued suitability of all staff.

### **Safeguarding Training**

Every three years all staff are required to attend a Safeguarding Course run by Suffolk County Council.

In addition, we have a designated Safeguarding Lead, Tina Hulkes. The Deputy Safeguarding Lead is Amanda Pheasant.

The Safeguarding Officer and her Deputy, are responsible for putting the welfare of the children in our care first. It is their responsibility to be familiar with and work to the Every Child Matters, Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well-Being. They should be familiar with and ensure the setting complies with the legal requirements set out in the Childcare Act 2006 and associated regulations as prescribed in the Ofsted requirements of The Early Years Register and The Childcare register.

The safeguarding officers should be familiar with and follow procedures as set by the Suffolk Safeguarding Children Board and they should be familiar with and follow the settings policies, procedures and protocols for promoting and safeguarding the welfare of children.

The safeguarding officers must know who to contact to express concerns about a child's welfare and/or development both inside and outside our setting. They must be confident on how to record all relevant information regarding a safeguarding or child protection concern.

It is the safeguarding officer's responsibility to:-

- Be available and accessible to practitioners in the setting
- Support practitioners to express and record any concerns they identify about children/young people in their care
- Ensure that the recording of concerns is objective, detailed, concise, precise and robust
- Ensure that the recording, maintenance and storage of records of concern complies with the Data Protection Act 1998
- Facilitate the referral process and ensure all pertinent and available information is passed onto the appropriate person/agency
- Facilitate the safe handover of open records of concern to a designated person when a child or young person in their care moves on

- Close records of concern that require no further action and archive them safely
- Enable practitioners to record any difference of opinion when deciding the appropriate course of action to take
- Take seriously allegations made concerning staff and follow the appropriate procedure
- Keep themselves and staff members up to date with developments in safeguarding practice and procedures
- Ensure the setting complies with guidance concerning recruitment, induction and training

### The Data Protection Act 1998

The Data Protection Act deals with the processing of personal information such as information held about a person's health and financial status. The Act applies to all paper records and records held on a computer. There are 8 enforceable principles to be complied with.

Information must be:

- Fairly and lawfully processed. We will be clear we have a justifiable and objective reason for holding the information we seek.
- Processed for a limited purpose. We will make clear to the parents/carers the purpose for which the information is held
- Adequate, relevant and not excessive. We will only hold as much information as is necessary for it's purpose.
- Accurate. We will ensure all recording is precise and objective.
- Not kept longer than necessary. We will only keep information for as long as the child is in our care or as is required for insurance purposes or as stipulated by Ofsted or other regulators. We will either pass information back to parents or in the case of open records of concern pass on to the setting or school that the child moves to.
- Processed in accordance with the subject's data rights. We will ensure confidentiality is maintained at all times and only relevant people have access to information and, where information is shared, that the relevant permissions are gained either by the setting or those responsible e.g. Social Care Services or the Police in the case of allegations of abuse or neglect.
- All information must be kept secure. We will ensure all information is securely stored in a locked location only accessible to specific staff and those to whom it pertains.
- Not transferable to countries without adequate protection. We will not send information abroad unless we are sure it is safe to do so and we have adequate permission.

### Types of abuse and particular procedures followed

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child or children.

*What to do if you're worried a child is being abused (advice for practitioners) 2015.*

The signs and indicators listed below may not necessarily indicate that a child has been abused but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

### Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries

- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

- Low self-esteem
- Wetting and soiling
- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention.

### **Peer on peer abuse**

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this in the same way as we do for adults abusing children and will take advice from the appropriate bodies on this area.

### **Physical abuse**

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager or room leader.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the designated safeguarding lead (DSL) and/or nursery manager.

### **Female genital mutilation**

This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. This procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community<sup>2</sup>. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

### **Breast Ironing**

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<sup>2</sup>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. Although this is unlikely to happen to children in the nursery due to their age, we will ensure any signs of this in young adults or older children are followed up using the usual safeguarding referral process.

### **Fabricated illness**

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

### **Sexual abuse**

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

If a child starts to talk openly to an adult about abuse, they may be experiencing the procedure below will be followed:

#### **Procedure:**

- The adult should reassure the child and listen without interrupting if the child wishes to talk
- The observed instances will be detailed in a confidential report
- The observed instances will be reported to the nursery manager or DSL
- The matter will be referred to the local authority children's social care team (see reporting procedures).

### **Child sexual exploitation (CSE)**

Working Together to Safeguard Children defines CSE as "...a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for

something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

We will be aware of the possibility of CSE and the signs and symptoms this may manifest as. If we have concerns, we will follow the same procedures as for other concerns and we will record and refer as appropriate.

### **Adult sexual exploitation**

As part of our safeguarding procedures we will also ensure that staff and students are safeguarded from sexual exploitation.

### **Emotional abuse**

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

### **Neglect**

Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at nursery unwashed or unkept, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

### **Procedures to follow when there is a concern**

The training provided to all staff will enable them to recognise the different types and indicators of physical abuse, neglect, emotional abuse and sexual abuse.

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour or their play.

When a child comes into nursery with a worrying mark/ injury parents/ carers will be asked to complete a 'Home Incident' form which asks for details of how the injury was caused and is dated and signed. This form is viewed, and counter signed by the designated Safeguarding Officer.

### **Recording Suspicions of Abuse and Disclosures**

If a member of staff feels there is a cause for concern about a child, then a 'Record of Concern' is opened. This 'Record of Concern' will record any worrying changes observed in a child's behaviour, physical condition or appearance. This will be quite separate from the usual on-going records of children's progress and development. The record will include, in addition to the name, address and age of the child any timed and dated observations. It will describe objectively the child's behaviour/appearance, without comment or interpretation. Where possible, the exact words spoken by the child are recorded and it is then dated and signed by the recorder. When appropriate a body map will be used to record a concern about physical injury to a child.

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

Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time

Such records are highly confidential and will be kept in a separate file that will not be accessible to people in the nursery other than the Manager, Safeguarding Officer, Deputy Safeguarding Officer, Key Person and other members of staff as appropriate.

Parents will normally be the first point of reference, unless we feel this would be detrimental to a child's safety.

We may seek advice from the Multi Agency Safeguarding Hub (MASH) on 0345 6061499 which may then lead to a referral being made. If it is believed a child is in immediate danger, we will contact the police.

### **Reporting Procedures**

All staff have a responsibility to report safeguarding concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

- Staff will report their concerns to the DSL (in the absence of the DSL they will be reported to the Deputy DSL)
- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely
- If appropriate, the incident will be discussed with the parent/carer, such discussions will be recorded, and the parent will have access to these records on request
- If there are queries/concerns regarding the injury/information given, then the following procedures will take place:
- These records should be signed by the person reporting this and the DSL, dated and kept in a separate confidential file.

The designated safeguarding lead will:

- Contact the MASH team to report concerns and seek advice.
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not to do so by MASH team)
- The designated safeguarding lead will follow up with the MASH team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will never assume that action has been taken,

Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the DSL or deputy DSL they should call the LADO or the NSPCC and report their concerns anonymously.

These contact numbers are displayed in the entrance hall of nursery, staff room and Office.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly, and disclosure is not forced, or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the Mash team, children's services, LADO and Ofsted. Staff involved may be asked to supply details of any information/concerns they have regarding a child. The nursery expects all members of staff to co-operate with the local authority children's services, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

### **Informing parents**

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local authority children's services/police does not allow this. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

### **Confidentiality**

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority children's services.

### **Support to families**

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

### **Prevent abuse by means of good practice**

Students, Volunteers and Visitors will never be left alone with individual children or with small groups.

On occasions employees may be required to work with a small group of children on their own, in these circumstances they will always be visible by other members of staff.

When carrying out intimate care such as nappy changing, the door of the changing room is kept ajar so that children's modesty is considered but ensuring that the safety and welfare of the child is paramount.

Only permanent members of staff who have passed their probationary period will change children for their swimming lessons.

We promote the children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence and enabling them to have the self- confidence and vocabulary to resist inappropriate approaches.

The layout of the playrooms will permit constant supervision of all children.

### **Monitoring children's attendance**

As part of safeguarding and under the statutory framework and guidance documents we monitor children's attendance patterns to ensure they are consistent and raise no cause for concern. We document the reason for absence on the registers daily if we are informed if a child will not be attending nursery that day or for a number of days.

Parents should inform the nursery prior to their child/ren taking holidays or days off, and all sickness should be called into the nursery on the day, so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within one hour of their normal start time and nursery have not been contacted, the parents will be called to ensure the child is safe and healthy.

parties are safe.

If a child is continually absent from nursery and all methods of contact have been exhausted (telephone and e-mail) after two weeks we will contact the Suffolk MASH team for further advice. Where a child is part of a child protection plan, or during a referral process, any absences will be reported to the local authority care team working with the family to ensure the child remains safeguarded.

This will not prevent parents from taking precious time with their child/ren however enables children's attendance to be logged so we know the child is safe.

### **Security**

Entry to the front door is controlled by a door locking system, therefore access to the nursery is carefully monitored. All other non-authorized personnel can use the doorbell and speak to reception through the intercom system, once we are happy with who the visitor is, and we have seen proof of identity, we will 'buzz' them into and meet them in the reception area. All other access to the nursery is secure.

All visitors with appointments will be logged in a diary. On arrival visitors will be asked for their identification badge and then requested to sign in the visitor's book, hand in their mobile phone, be issued with a security name badge and will be escorted and introduced to the appropriate member of staff. Visitors are never left alone with a child or children.

Parents will inform staff if an alternative person will be collecting their child. If this person is unknown to the nursery staff a password system is in place to ensure that the children are only released into the care of individuals named by the parent. We will only release children into the care of a responsible adult.

On our Registration Form parents are asked to give details of all authorised adults who may collect their child.

## **Use of Personal Electronic Devices**

### **Staff use of Mobile Phones/Smart watches**

- Staff are not permitted to have their mobile phones/smart watches in nursery any time.
- Staff are required to leave their mobile phone/smart watch in their car or staff room locker. They are permitted to use their phone during their lunch break in the staff room and they are then required to place it back in their car or staff room locker until the end of their shift.
- The nursery provides a nursery mobile phone without photographic/video facility which staff can take on outings/trips.
- All visitors are required to leave their mobile phones/smart watches in the office.
- Parents are asked to refrain from using their mobile phone whilst on the premises.

Please note certain watches will be allowed as long as there are no functions on them for receiving messages and it is used as a watch, heart rate monitor and CPO monitor for health reasons. All visitors are required to sign in/out in the visitor's book on entry/leaving the nursery. All visitors are requested to place their phones in the office during their visit.

Staff use of a nursery mobile phone to take with them on outings, this phone does not have a camera facility.

All photographs within the nursery are taken on nursery cameras and I-Pads only. Photographs are printed within the nursery and deleted from the memory card immediately afterwards. Cameras and Laptops are locked away in a drawer overnight.

### **Parents and visitors use of Mobile Phones and Smart watches**

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile phone, to ensure the safety and welfare of the children in our care and share information about the child's day. However, parents and visitors are kindly asked to refrain from using their mobile phones whilst in the nursery or when collecting or dropping off their children.

If someone is found to be using their phone inside nursery premises, they will be asked to finish their call or take it outside.

We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover where we can share details of the child's day.

Parents are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and protects their property as it may get damaged or misplaced at the nursery.

### **Special events**

We are conscious that parents and friends like to record and make memories of their children's special moments at nursery such as Sports Day, Graduation Day and the Christmas Production. On these occasions all parents attending the event will be asked if they have any objection to photographs or video recordings being taken. If there is no objection then we will allow all parents to take photographs but we will ask them to sign in our 'Parents Record of Photography & Video's' file to confirm that they have taken photographs at a specific event, on particular day and that they understand that under no circumstances are they permitted to display photographs that contain other children from the nursery on any social networking site and that these photographs are for their own personal use only.

## **Social Networking Sites**

Our Policy at Moat Barn Nursery does not allow parents and nursery staff to be friends on Social Networking sites (face book, twitter etc.), exceptions to this could be family or pre-existing friendships.

Staff are informed that it is prohibited to discuss any work-related topics on the social networking sites, they must not discuss the children or their families, their job or other members of staff.

## **Baby Sitting**

Staff are permitted to make private arrangements with families to baby sit outside work hours. Both parties must remain highly conscious that confidentiality must be paramount at all times and staff cannot discuss any details of the nursery at all.

## **Disclosure and Consent**

### First Party Disclosure

This is when a parent or child tells us something that concerns us. In this instance we will share information without consent, record the information without a parent's signature or knowledge; if to do so might expose the child to further harm.

### Third Party Disclosure

This is when another person tells us of their concern about a child. We will record the conversation and any action we took. We would advise the person to refer it to Customer First or help them to do so. If they refuse to refer, we would tell them that we intend to make a referral to safeguard the child.

### Informed Consent

To allow us to share information about children or young people in our care we must ensure we have the informed consent of someone with parental responsibility. We will explain the purpose of the information, how the information will be shared, who the information will be shared with and how the information will be stored and for how long.

We do not have to have informed consent to share information if we are concerned that a child is being abused or neglected, or if required by the court or police.

### Informing without Consent

We may share information without consent when:

- The child or young person is at risk of significant harm
- The child or young person is at risk of harming themselves or someone else
- The child or young person needs urgent medical treatment
- Information is required by the court as part of a legal proceeding
- Information is requested by the police if investigating a serious crime
- Sharing information is required to undertake a statutory function e.g. Social Care Services
- The disclosure prevents the child or young person from committing a criminal offence that could place others in jeopardy or place us at risk of collusion

## Information Sharing

When sharing information, we will follow the following rules: -

1. Remember the Data protection act is not a barrier to sharing information
2. Be open and honest
3. Seek advice if we aren't sure
4. Share with consent where appropriate or over-ride this in the public interest
5. Consider safety and well-being
6. Necessary, proportionate, relevant, accurate, timely and secure
7. Keep a record

When decision making we will use the following key questions:-

1. Do we have a clear and legitimate purpose for sharing the information?
2. Does the information allow a living person to be identified?
3. Is the information Confidential?
4. Do I have consent to share?
5. Is there sufficient public interest to share the information? E.g to safeguard a child.
6. Am I sharing the information appropriately and securely?
7. Have I properly recorded my decision to share or not to share the information?

## Children in Need

Children in need are children that the Local Authority has a duty towards in both terms of family support and child protection. The law defines children in need if

- He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services or
- He/she is disabled

Action we would take if we were concerned about a child or young person's health or development

- If we do not suspect abuse or neglect and do not have concerns about significant harm, we would liaise with the SENCO to determine what early support we can provide within the setting
- If we do not suspect abuse or neglect and do not have concerns about significant harm we would consider engaging the family in the CAF process.
- If we do not suspect abuse or neglect, but are concerned about significant harm and feel it warrants a social care service response we would call Customer First (0808 800 4005)
- If we are unsure how to proceed, we would contact the MASH team for advice.

## Children in Need of Protection

Children in need of protection must be responded to promptly and appropriately by the local authority. If we suspect a child is suffering from abuse or neglect, we would Open Record of Concern and follow the LSCB flow chart and refer to Customer First or if the child is at immediate risk contact the police. Once we have called Customer First, we would follow this up with the Multi Agency Referral Form (MARF) within 24 hours.

We have a copy of 'What to do if you're worried a child is being abused' for parents and staff. All staff are familiar with what to do if they have concerns. This document is kept in the office.

### The Common Assessment Framework (CAF)

If we identified a child or young person with unmet needs that cannot be met by themselves or their agency or by a single-agency referral, or where the need is not a safeguarding issue, we would use the Common Assessment Framework.

The CAF form is consensual which means that parents agree to engage in the CAF process. This will enable us to identify if we need help from other professionals.

The aim of the CAF process is to make sharing information between professionals about children and their needs easier and more productive. The assessment focuses on the needs of the child or young person and gathers information that helps identify what those needs are.

We are committed to working with the multi-agency forum in Suffolk called The Team around the Child (TAC) or Team around the Family (TAF) who meet and discuss the assessment and decide an action plan to address the unmet needs. We will always make these meetings a priority to attend.

### **Liaise with other bodies**

The nursery operates in accordance with Suffolk Safeguarding Children's Board guidelines.

Parents will be allowed access to all written records about their child (except in exceptional cases where data protection laws stipulate it is against the best interests of the child to do so) and, where requested, comments from parents are incorporated into children's records.

When a referral to Customer First is made parents will be advised unless this places the child at an increased risk of significant harm.

The nursery will contact Ofsted as required notifying them of any changes as stated in EYFS statutory Framework and if any allegation has been made.

The group will maintain ongoing contact with the registering authority, including names, addresses and telephone numbers of individual social worker, to ensure that it would be easy, in any emergency, for the nursery and Social Services Department to work together.

### **Support families**

The nursery will take every step in its power to build up trusting and supportive relationships between families and staff and volunteers in the group.

Where abuse at home is suspected, the nursery will continue to welcome the child and family while investigations proceed.

Confidential records kept on a child will be shared with the child's parents unless this places the child at an increased risk of significant harm.

## **Allegations Against Staff**

Staff should avoid putting themselves in situations that may lead to allegations being made against them. This can be achieved by following some simple rules and procedures

- Treat everyone with respect, recognising their right to personal privacy.
- Be aware of situations which may present risks and manage these
- Recognise that caution is required in all one-to-one situations
- Remember that someone else may misinterpret our actions, no matter how well intentioned
- Avoid showing favouritism to any individual
- Never make suggestive remarks or gestures, even in fun
- Do not trivialise or exaggerate child abuse issues
- Do not rely on your good name to protect you
- Do not believe "It could never happen to me."

If an allegation of abuse/neglect is made against a member of staff, the following action will be taken:

- The Local Authority Designated Officer (LADO) must be informed of the allegation within 24hrs. We would seek advice from LADO and other appropriate agencies on how to proceed.
- A referral will be made for the child(ren) to Customer First.
- Ofsted will be informed as soon as is reasonably practical but at the latest within 14 days of the allegation
- The staff member will be suspended immediately on full pay for the duration of the investigation. This is not an indication of an admission of guilt but is in place to protect the member of staff, volunteer, children and their families throughout the process.
- No internal investigations will commence until advised otherwise by LADO as this could void any future police investigations.
- All details regarding the allegation will be kept confidential at all times and only disclosed to the appropriate parties. All records will be kept in the staff's personal file.

If allegations are made to a member of staff implicating a member of the Management Team, that staff member should contact Social Services through Customer First and the Local Area Designated Officer LADO as detailed above. All details regarding the allegation should be kept confidential.

With the provision that the care and safety of the child must always be paramount, the nursery will do all in its power to support and work with the child's family.

**Professional Consultation Line: MASH - 0345 6061499**

### **Telephone numbers for referral**

**Customer First (24 hrs/7days) 0808 800 4005**

**LADO 0300 123 2044**

**Or by email [LADO@suffolk.gc.gov.uk](mailto:LADO@suffolk.gc.gov.uk)**

**Suffolk Police main switchboard 01473 613500**

all numbers  
updated 25/10/19

The Local Authority Designated Officer will be contacted immediately if an allegation is made against a member of staff, student or volunteer

**North (Lowestoft) 01502 674612**

**West (Bury St Edmunds) 01284 758816 (Mulberry Bush Contact)**

**South (Ipswich) 01473 260112**

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021  
(or earlier if a change occurs)

## **E-Safety Policy**

This policy is in conjunction with our Safeguarding policy in relation to electronic communications of all types.

This policy is under pinned by

- [Keeping Children Safe in Education](#) 2016,
- [Early Years and Foundation Stage](#) 2017
- A unique child – Keeping Safe

Our nursery is aware of the growth of internet use and the advantages this can bring as a resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment.

However, we are also aware of the dangers and strive to support children, staff and families in using the internet safely.

It is important for children to learn to be e-safe from an early age and the nursery can play a vital part in starting this process.

In line with our other policies that protect children from other dangers, there is a requirement to provide children with as safe an Internet environment as possible and a need to begin to teach them to be aware of and respond responsibly to possible risks. Significant educational benefits should result from Internet use including access to information from around the world.

Internet use will be carefully planned and targeted within a regulated and managed environment.

We have a duty to ensure that children in our setting are not exposed to inappropriate information or materials. We also need to ensure that children know how to ask for help if they come across material that makes them feel uncomfortable.

The nurseries Internet access will be tailored expressly for educational use and will include appropriate filtering. Staff will guide children in online activities that will support their learning journeys.

### **The Management team will:**

- ensure that the appropriate filters are applied to the I-Pads and laptops within nursery. Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly.
- review all apps or games downloaded to I-Pads and laptops to ensure all are age appropriate for children and safeguard the children and staff. Ensuring no social media or messaging apps are installed on nursery devices.
- All devices are security coded.
- Confidential and sensitive emails are sent via encrypted email.
- Our computers meet all the new regulations and hard drives are completely encrypted and security is updated regularly.

### **The nursery Staff are responsible for:**

- monitoring and supervising any websites being used by the children during nursery sessions.
- ensuring that materials accessed by children are appropriate.
- ensuring that the use of any Internet derived materials by staff or by children complies with copyright law
- ensuring that the Management team are informed immediately if staff discover unsuitable sites have been accessed on the nurseries I-Pads or Laptops so that the filters can be reviewed.
- 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 the children about 'stranger danger' and deciding who is a stranger and who is not, comparing people in real life to online 'friends'.
- Children's screen time is monitored to ensure they remain safe online and have access to materials that promotes their development. We will ensure that their development. We will ensure that their screen time is within an acceptable level.

- All nursery devices are locked away at the end of each day.
- We abide by this policy; ensuring staff only use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated
- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material
- All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents.

### **Use of the internet at nursery**

The staff are permitted to use the internet on the nursery computer providing it is for the educational benefit of the children. This may be for gathering information, images or to use an age appropriate learning programme or video footage for the children to allow effective planning and source resources.

Staff must ensure they log out after they have finished.

Unsuitable sites must NOT be accessed by nursery staff.

A breach of this policy will be considered to be gross misconduct by staff and will be dealt with accordingly.

Staff may access the internet for personal use via their personal Smart phones in their own time and only during their staff breaks.

In regard to our Website ([www.mulberrybushnursery.co.uk](http://www.mulberrybushnursery.co.uk)), Staff or children's home information will not be published. Website photographs that include children will be selected carefully and children's names will not be used anywhere on the website, particularly in association with photographs. Written permission from parents or carers for featuring their child on the website is requested when each child starts at Mulberry Bush Nursery and parents/carers wishes are followed at all times.

### **Managing e-mail**

Children will not have access to e-mail.

The management team have access to the nurseries e-mail addresses on the Office computer where they work. These addresses will not be used for personal e-mail.

### **Handling of E-Safety Complaints**

- Complaints of e-safety misuse will be dealt with by the manager
- Any complaint about staff misuse of the internet must be reported to the Manager
- The nurseries complaint procedure will be followed in the event of any cases of misuse that arises.

If any concerns arise relating to online safety, then we will follow our safeguarding policy and report all online safety concerns to the DSL.

The DSL will make sure that:

- All staff know 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 supported to develop their knowledge of online safety issues concerning their children.
- 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.

- The Professionals Online Safety Helpline (0344 381 4772 or [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)) is shared with all staff and used if any concerns arise

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021

(or earlier if a change occurs)

## **Social Networking policy**

This policy is under pinned by

- [Keeping Children Safe in Education](#) 2016,
- [Early Years and Foundation Stage](#) 2017
- A unique child – Keeping Safe

Social media is becoming a large part of the world we live in and as such at **Moat Barn Nursery** we need to make sure we protect our children by having procedures in place for safe use.

We use Facebook and Instagram to share pictures of the activities the children have accessed at nursery. In order to safeguard children, we will:

- Ensure all children in the photographs or posts have the correct permissions in place from their parent / carer
- Not allow others to post on our Facebook page, i.e. only management can post on the page, only parents / family / carers who have been invited to join the group can view and comment on the posts
- Monitor comments on all posts and address any concerns immediately.

### **Staff use of social media**

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery staff, parents or children.

- When using social networking sites such as Facebook or Instagram staff must:
  - Not make comments relating to their work or post pictures in work uniform
  - Not send private messages to any parents/family members
  - If a parent ask questions relating to work via social networking sites, then staff should reply asking them to come into the setting or contact the manager
  - Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
  - Report any concerning comments or questions from parents to the manager/safeguarding lead
  - Not post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way
  - Not belong to our closed Facebook group if linked to a personal account
  - Not be connected to the nursery Facebook / Instagram account in any manner
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. work emails and phone numbers. This is to protect staff, children and parents.

### **Parents and visitors' use of social networking**

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook, Instagram and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

We ask parents **not to**:

- Send friend requests to any member of nursery staff

- Screen shot or share any posts or pictures from the nursery on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the nursery with other children in them (e.g. Christmas concert photographs or photographs from an activity at nursery).

We ask parents to:

Share any concerns regarding inappropriate use of social media through the official procedures

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021  
(or earlier if a change occurs)

## **Risk Assessment Policy**

### **Aim**

To ensure the safety of the children and adults in our nursery is seen as being the highest priority. Various procedures and policies are in place to help ensure this and staff & families are encouraged to read & note them.

Staff are always vigilant to the activities and surrounding areas around them. Staff continually assess all activities and rooms within the nursery to ensure that the children are free to access as many resources and facilities as possible within a safe and secure environment.

### **Daily Checks**

At the start of each day at the nursery daily checks are undertaken in all parts of the nursery inside and outside to ensure the areas are safe and have essential safety equipment present. These are recorded on the daily check lists which are held in each room. Any concerns need to be reported asap to a member of the management team and depending on the severity of the risk the area may be sectioned off until it has been made safe.

Opening and closing checks of the kitchen are also carried out daily at the start and end of the day these cover general items as well as the fridge temperatures to ensure food has been stored correctly.

### **Risk Assessment Reviews**

All risk assessments are reviewed every 12 months unless an incident or accident has occurred which would require a risk assessment to be reviewed sooner or unless the activity has changed or altered in any way to result in the earlier review of the Risk Assessment. Accident and incident forms are reviewed monthly by Jane Mckee to ensure there isn't a pattern arising which may require further investigation.

All risk assessments are written by a Room Leader and reviewed by the Manager. All risk assessments must identify what the risks are, what level of risk is involved, the persons at risk, the possible consequences of the activity, what controls are in place to reduce the risk involved and when the frequency with which the risk assessment should be reviewed normally 12 months unless changes occur

### **Outings**

A risk assessment must be carried out in advance before any trip takes place. In most circumstance this will also require a higher adult/child ratio. All Room Leaders will be responsible for their outings Risk Assessments. Sharon Stubbs will be responsible for the Risk Assessments for the After School Club and Holiday Club. Prior visits to all locations will always be sought and a Risk Assessment will be requested from the venue if one is available.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021  
(or earlier if a change occurs)

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITYIES POLICY (SEND)**

### **The aims and objectives of our SEND policy at Moat Barn Nursery are:**

- The emphasis of our SEND policy is on the early identification of any difficulties a child may have and on offering an appropriate learning environment in which we provide a range of inclusive activities to meet individual needs.
- We ensure the provision for children with special educational needs/disabilities is the responsibility of all members of the setting.
- We aim to develop a partnership with parents and will always consult with them if we feel a child is having difficulties.
- Our system of record keeping enables us to monitor children's progress which is then observed and recorded as appropriate. If a child is not making adequate progress, staff will liaise closely with the Special Educational Needs Co-ordinator (SENCO) on setting appropriate targets.
- We will liaise with other professionals, including therapists, health visitors, psychologists, social workers, paediatricians etc as appropriate to ensure that we are offering effective provision for children with special educational needs.

### **This policy is underpinned by:**

- Children Act 1989 and 2004
- Disability Discrimination Act 1995 and 2005
- Data Protection Act 1998
- Human Rights Act 1998
- Every Child Matters Change for Children 2004
- Race Relations Act 1976
- Race Relations Amendments Act 2000
- Early Years Foundation Stage (EYFS)
- SEND Code of Practice 2014
- Disability Discrimination Act 2005.
- Equalities Act 2010
- Working together to safeguard children 2013
- Children and families Act 2014
- Special Educational Needs and Disability Regulations 2014

The name of our Special Educational Needs coordinator (SENCO) Tina Hulkes  
The name of the deputy SENCO is Ellie Pitts

Ellie will support Tina in any decision making, attend meetings and assist with any written work, all staff will also assist and be aware of observations, support plans, IEPs and record keeping. Ellie will also act on behalf of Tina in her absence.

### **The roles and responsibilities of a SENCO are**

- To oversee the day to day operation of the SEND policy, implementing, monitoring, co-ordinating and ensuring that the policy is working effectively

- To ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- To advise and support other practitioners in the setting and promoting any SEN training
- To put appropriate records and observations in place and keep them up to date
- To liaise with professionals or agencies beyond the setting.
- To put appropriate differentiation within the curriculum for individual children. IEP's/ play plans in place and ensure that they are implemented and reviewed regularly
- To ensure all practitioners in the setting understand their responsibilities to children with SEND and the settings approach to identify and meet SEND
- To review the SEND policy

### **Inclusive Admissions Policy**

We welcome all children and aim to respond appropriately to each child's individual needs. We ask parents/carers to give as much notice as possible if a child has special educational needs, disability or medical need. This will enable us to explore with parents/cares and any other outside professionals, how we can provide most effectively for that child. Children with any medical needs will need care plans to be in place before the child starts. (Also see Admissions Policy) At The Mulberry Bush Nursery we would not treat any child less favourably due to a disability.

### **Facilities and Resources**

We are very fortunate to have a variety of accessible facilities –

- All staff in the setting have the sensitivity and knowledge to work with children with SEND, through sharing information and training.
- The nursery is based on one level and is spacious making it easy to get around. We have wheelchair access and an accessible toilet. Resources are adaptable and can be moved.
- The setting will have due regard for the Equality Act 2010 and we will make reasonable adjustments as necessary. We will seek funding when available.
- We operate a Key Person system and this is to ensure there is a special point of continuous contact for each child.
- Staff can be deployed within departments to work with individual children when appropriate.
- We always aim to provide additional adult support when appropriate and seek funding to increase ratio.
- Our learning environment provides opportunities for all children to be included in the setting as a whole, giving all children equal access to equipment, activities, experiences, tasks, language and the environment in order to promote their learning.
- We provide a range of adapted resources for the Early Years Foundation Stage 2012 curriculum such as sensory activities, soft play, computer programmes, books etc.

### **Special Educational Needs and Disability Code of Practice (2014)**

- We have regard for the Special Educational Needs and Disability Code of Practice (2014) The SEN Code of Practice emphasises the importance of early identification.
- We will take into account the views of the child, considering their age, maturity and capability. The child will also have the right to receive and make known information.

- Our procedure for identifying a child with SEND, is put in to place through the Graduated Approach, we assess, plan, do and review.
- When there is a concern over a child, it may be necessary to use alternative approaches to his/her learning. We will record the child's strengths and weaknesses through written observations which will be kept in the child's individual files.
- All records will be stored and shared with full regard to confidentiality.

## **Graduated Approach**

### **Assess**

- If we are concerned about a child, it is discussed with the setting SENCO and further observations are made.
- When the child's key person and SENCO have agreed there is a concern, our SENCO, key person or other appropriate member of staff will discuss the concern with the parents. We will liaise with parents to decide how we will address and monitor the concern and will keep the parents informed at all times.
- In some cases we will introduce our wellcomm pack with the parents' consent and perform different activities, to identify the Childs level of understanding

### **Plan**

- We set specific activities and targets for the child in a written Individual Educational Plan (IEP). This is actioned by the SENCO in consultation with parents/carer and the child's Key Person. There will also be an agreed date to review the IEP.

### **Do**

- We will carry out the activities and targets set out in the IEP.
- We record the child's progress in relation to the targets through observation and evidence of learning.

### **Review**

- We asses and review the child's progress in relation to their IEP targets then decide with parents on the next appropriate action.
- We may create a further IEP.
- If a child has made limited progress, we will then progress to seek parental permission to involve outside professionals to assist in their development.

## **Education, health and care plan (EHC Plan)**

- In conjunction with parents and the LEA's educational Psychologist/Advisory Team, formal assessment and procedures relating to the possibility of the child having an Education, health and care plan (EHC) will be considered.
- 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. We will continue to carry out IEP's and reviews with advice from the relevant professional.

### **Planning**

- We plan our early years practice using the EYFS 2014 Curriculum. We ensure that our long, medium and short term planning takes into account a range of special educational needs. Planning is personalised to meet the needs and interests of individual children.
- We plan through a range of means, including IEP's with 'SMART' targets and play plans, where appropriate. We plan differentiated learning targets and experiences and note different approaches or strategies for learning ie Makaton, signing, PECs
- Our learning environment provides learning opportunities for all children to be included in the setting as a whole, giving all children equal access to equipment, activities, experiences, tasks, language and the environment both inside and outside in order to promote their learning.

### **Training**

- The SENCO has completed City and Guild working with parents training which is SENCO related training. Staff will attend relevant training courses for his/her professional development, and will address issues in relation to SEND for members of staff as appropriate.
- The setting holds a range of books, and leaflets on SEN as required.
- Most members of staff have attended Makaton Training level 1 and 2 which took place as in-setting training and one member of staff trained to level 4 in Makaton.
- Staff take part in training sessions and have opportunities to discuss practice and policies in regular meetings.

### **Partnership with Parents**

- The nursery's SENCO will always approach parents in a confidential environment and in a sensitive manner if it is felt that a child is experiencing difficulties. Parents are also welcome to share their concerns at any time. Staff are usually available at the beginnings or ends of sessions.

- If necessary a meeting will be arranged with parents to discuss or make decisions in relation to a child's educational provision or meeting the child's individual needs.
- Parent's views can also be recorded on the appropriate form found in the Suffolk County Council Guidance for Supporting Young Children with Special Educational Needs and disabilities.
- We will always gain written parental agreement before contacting any professionals outside the setting with regard to a specific child.
- We will always gain parental permission before undertaking any additional assessments other than the EYFS
- Parents will be kept informed of their child's progress through informal discussion and regular review meetings.
- Parents will be advised of the Parent Partnership Service should additional help/advice be needed.
- The nursery also values the knowledge that parents/carers have of their own child, by sharing strategies and Learning journeys. Enabling us to work together.

#### **Links with schools/external professionals**

- At Moat Barn Nursery we aim to make links with local settings and schools, passing on IEP's and Learning Journeys and making transitional meetings with nursery staff and school staff, health professionals, Portage, Speech and Language therapist, physiotherapist, Educational Psychologists and Early years and childcare service.
- At transition to another setting, meetings are held to discuss targets for the transitional IEP's and to pass on information and records. Parents and all professionals involved with the child will always be invited to these meetings.
- We access the support of the The Early Years advisory service, who support us in providing for the needs of children with SEND by giving information and also practical advice for supporting children within a session.
- We shall not seek advice on an individual child without parental permission.
- In discussion with parents we may suggest they contact a Health Professional for example a Health Visitor.

#### **Monitoring and Evaluating our SEND Policy**

- Our SEND Policy is reviewed annually, meeting changes in legislation, guidance and any changes within the setting.
- The policy will be reviewed by the Manager/Proprietor SENCO and deputy SENCO. We will monitor the effectiveness of the policy through observation, the children's progress through individual targets, and the way in which staff and parents feel about the policy in relation to learning, identification and assessment in relation to SEND.
- Once the Policy had been reviewed and changed where needed this will then be discussed and shown to all other staff members

## **Complaints Procedure**

If parents have any complaints regarding SEND procedures or provisions they should in the first instance discuss the matter with the nursery's SENCO. If the complaint is not resolved the matter should be passed to the manager. Please also see Complaints Policy.

Ofsted can be contacted at the following address;

Ministerial and Public Communications Division  
Department for Education  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Tel: 0370 000 2288

[www.ofsted.gov.uk/childcare](http://www.ofsted.gov.uk/childcare)

## **Additional information relating to SEND**

### **Early Support**

Early Support is a programme to deliver better co-ordinated services for disabled children under five, as soon as a child is identified as needing additional help. Early Support is the Government's recommended mainstream delivery mechanism to achieve effective, integrated early intervention for families with young disabled children. Early Support brings together education, social care, health services and the voluntary sector, working in partnership with parents to deliver the highest quality services. The programme aims to ensure that professionals are better informed about families' needs and how best to meet them. Some families will have a key worker who provides advice and support and can help negotiate the system. A key worker may be needed more at some times than at others. Families can decide what works best for them.

There are a range of Early Support materials which have been developed in consultation with professionals and families around the country. They include: information booklets for families to help when their child has been diagnosed with a disability

- professional guidance
- a family pack which will keep all the information parents need relating to the care, support, and development of their child. The family pack contains a family service plan to co-ordinate help and support for the family

The materials and guidance are available free to families and professionals.

For further information and details of how to order Early Support Materials please see the Early Support website [www.earlysupport.org.uk](http://www.earlysupport.org.uk)

### **Common Assessment Framework (CAF)**

The CAF is a shared assessment and planning framework for the use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The CAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

### **Local Offer**

Local authorities (Suffolk) must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and

young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

- The purposes of The Local Offer is to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Our local offer is available to view on our website.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March  
2021(or earlier if a change  
occurs)

## **Students and Volunteers**

### **Aim**

We recognise that the quality and variety of work, which goes on in a nursery, makes it an ideal place for students on placement from school and college childcare courses to gain relevant experience.

Students are welcomed into the nursery

### **This policy is underpinned by:**

- **Children Act 1989 and 2004**
  - **Data Protection Act 1998**
  - **Early Years Foundation Stage (EYFS)2008**
  - **Health & Safety Guidelines [www.hse.gov.uk](http://www.hse.gov.uk)**
- 
- When taking on students or volunteers within nursery we ensure the needs of the children are paramount. Students will not be admitted in numbers which could hinder the essential work of the nursery.
  - Students are confirmed by their tutor as being engaged in a bona fide childcare course, which provides necessary background understanding of children's development and activities.
  - All students/volunteers must have an enhanced DBS check and we require students to bring in their certificate prior to their placement so that we can note number and date. These details are recorded and the original certificates are returned to the student.
  - Work Experience Students who are under 17 will be expected to provide all necessary documentation from their school to act as a reference.
  - The manager and room leaders will monitor the students/volunteers, and all the staff will be expected to provide support, along with visits from their college tutors. The room leader will ensure the student/volunteer is given every opportunity to become involved in every area of the nursery's varied routine. Students however will not take part in any intimate children's care such as nappy changing or changing a child's clothes before/after swimming or when a child requires a change for any other reason.
  - Students who are required to conduct child studies of the children with in nursery will obtain written permission from the parents of the child to be studied before a study will begin.
  - Any information gained by the students about the children, families or other adults in the nursery must remain confidential.
  - An induction is given to all students and volunteers along with a student/volunteer handbook giving relevant information of the nursery including what is expected of them and the dress code. The induction will also include training on confidentiality, safeguarding and health and

safety. The induction usually takes place within the week before they are due to start their placement.

- Any student/volunteer who we feel adversely affect the learning environment of the setting may be asked to leave the placement. If such action was deemed necessary, this would be explained to the student as well as their supervising tutor.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021 (or earlier if a change occurs)

## **Transition and Continuity Policy**

### **Aim**

We at Moat Barn Nursery, realise that transitions either to a new setting, moving to an older age range of the building or going to school is a major event in the lives of young children and their parent/carers.

We ensure that any of these moves are made as smooth as possible with as little disruption to the child, continuing and maintaining pace and quality of learning and good progress at these transition times.

### **This Policy is underpinned by**

- The Early Years Foundation Stage 2008 & 2012

We like all children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the nursery.

In order to accomplish this, we will:

- Encourage parents to visit the nursery with their children before admission.
- Parents are offered a Home Visit to ease the transition to nursery by meeting the child in their own environment and for the child to meet their keyperson.
- The family are encouraged to bring their child to a short trial visit with or without their parents to become acquainted with the staff especially their Key Person.
- When a child moves from one room to the next this is fully explained to the Parents/Carers who are asked to visit the new room to meet the new Key Person in order to learn about the new room and to ask any questions they may have. The key person will provide the parent with information about the daily routine of the new room and any relevant information.
- At the home visit or first trial session the family is given a handout introducing the child's keyperson and their interests. Along with a photo book of the nursery and routine of the individual room the child will be joining.
- To introduce the child to our nursery we hold trial sessions, these last for up to one and a half hours. These sessions allow the parents, children and staff to interact and give the opportunity to ask any questions or queries you may have.
- Reassure parents whose children seem to be taking a long time settling in to nursery and let them know that either they can call nursery at any time or we will call them to let them know how their child is settling in.
- We give the option for each child to bring in a comforter i.e. muslin, cuddly toy from home to help them settle in with something familiar to them.
- Introduce new families into the group on a staggered basis, e.g. two new children a day for a week rather than 10 new children all at once

- Each child has a Key Person assigned to them to take initial responsibility of them even though they will be interacting with other members of staff throughout the day.
- To help new parents to the nursery we give them a prospectus and allocate a member of staff to be their child's Key Person. The Key Person will communicate with the parents and inform them of all the information they need to know. The parents and the Key Person will work together forming a strong attachment.
- All parents are informed in advance about what will happen during transition times. They will be informed by letter and verbally by their child's Key Person. Parents may also talk to the manager and any other members of staff.
- When a child progresses through nursery, trial sessions are introduced prior them starting in the next age range to ensure gradual introduction. These visits of increasing duration start approximately 4 weeks before the due date of the transition.
- Where a child is not ready to move to the next room then the nursery and parents will together discuss the preferred date of transition to ensure each child is planned for individually according to their stage of development.
- We encourage our parents to speak out and talk to members of staff if they have any worries or queries about their child's transition. We take into account the parents thoughts and views and therefore work with them to ensure the child's learning and good progress is not disrupted.
- We maintain close links with other childcare providers and schools and ensure that all practitioners regularly share the children's progress and other relevant information. We share the 'Links with Development' pages of the Learning Journey with shared settings.
- Find out as early as possible which schools the children are attending so relevant information can be passed on.
- We read books and talk to the children who are going to school about school.
- We invite teachers from the surrounding schools to visit the children who will attend their school.
- 'My Learning Journeys' of the children's development are produced over the time the child is in nursery. Aspects of My Learning Journey are passed on to schools or other settings when a child leaves so the new carer has a background of what the child has achieved in the past.
- We have regular network meetings with the other schools and nurseries in the area to exchange information on the children we share.
- We are also aware that children can experience anxiousness at other 'transitions' in their life eg a new sibling, transition from nappy to potty/toilet, moving house and we will ensure all children are treated with sensitivity and support at every transition in their time at Moat Barn Nursery.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021  
(or earlier if a change occurs)

## **Whistle- blowing Policy**

The Public Interest Disclosure Act 1998, known as the Whistleblowing Act protects the public interest by providing a remedy for individuals who suffer workplace reprisal for raising a genuine concern, whether it be about child safeguarding and welfare systems, financial malpractice, danger, illegality, or other wrongdoing. The concern may relate to something that is happening now or has happened in the past.

### **What is Whistleblowing?**

Whistleblowing is the term used when someone who works in, or for an organisation wishes to raise concerns about malpractice or a grievance.

Whistleblowing is very different from a complaint or a grievance. By making a complaint you are saying that you, or someone close to you, have personally been poorly treated and you are seeking redress or justice for yourself. In these circumstances, because you have a vested interest in the outcome of the complaint, you would be expected to be able to prove your case. The Mulberry Bush Nursery has a Complaint Policy which can be accessed by staff and parents/carers.

At Moat Barn Nursery we strive to have the best standards of childcare at all times following every appropriate legislation including statutory and non-statutory documents, notably:

- Statutory Framework for the Early Years Foundation Stage (DCSF 2007)
- Children Act (2004)
- Childcare Act (2006)
- The SEN Code of Practice (DfES 1994 revised 2001)
- The Common Assessment framework for Children and Young People(CWDC 2007)
- Every Child Matters (DfES 2003)
- Ten-Year Childcare Strategy: choice for Parents, the best start for children (DfES 2004)

### **A concern could be:**

- A criminal offence or civil offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- A dangerous or illegal activity, or widespread or systemic failure in relation to children or staff
- Deliberate concealment of information about any of the above

At Moat Barn Nursery we will inform staff, students, and volunteers about the principles of whistleblowing through

- Induction
- Making Whistleblowing Policy available to all on hardcopy in the cloakroom and on our website
- Ensuring staff, students and volunteers are encouraged to report any instances of unsatisfactory practice that they observe at the setting at any time and at Room meetings, Staff meetings etc
- Ensuring staff, students and volunteers are encouraged to speak freely at any time to any Senior member of Staff.
- Ensuring staff can raise their concerns anonymously on 'anonymous comments sheets' if they feel they cannot share with Senior Staff in person.

## What to do if you have a concern

- Raise your concern with the Manager Amanda Pheasant designated charge of whistleblowing. If you feel unable to do this (perhaps because the concern is about the Manager) they should raise their concern with Janice Wythe.
- If you feel unable to raise your concern with the two persons above you should seek out a third person to share your concern with within Moat Barn Nursery Senior Management Team.
- If you are worried at any stage about how to raise your concern, you should always seek independent advice at the earliest opportunity. This may be to check who may be the best placed to deal with your concern or simply to talk through the matter in confidence first. This can be done through the independent whistleblowing charity 'Public Concern at Work (PCaW)' on 0207 404 6609: or by email at [helpline@pcaw.co.uk](mailto:helpline@pcaw.co.uk). For further information see their website at [www.pcaw.co.uk](http://www.pcaw.co.uk).
- If you feel that the concern needs to be taken further or for advice then please contact Suffolk County Council Early Years or OFSTED whistleblowing hotline 0300123 3155 (Monday to Friday from 8am to 6pm) or email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk).
- Any such concern raised by a staff member or parent would be written down and acted upon as appropriate by the Senior Staff Team Member. Our Policy would be to act at all times to protect the interests of any child or adult related to Moat Barn Nursery.
- As described in the Whistleblowing Act no reprisals would be taken for raising an honest and genuine concern internally. However, it must be stressed that the action must not be for personal gain to be given this protection and must be in the public interest.
- Moat Barn Nursery would seek advice from Suffolk County Council Early Years and/or other appropriate legal and judicial sources to make a decision on the best route forward to progress with the individual and with the concern.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed:  
(or earlier if a change occurs)

## **Sun Protection Policy**

### Policy Aim

Children are encouraged to access the well-resourced outdoor play spaces as much as possible, but during the summer months we are aware of the need to protect them from the harmful rays of the sun. We want all children and staff to enjoy spending time outside safely without the risk of the harmful effects of the sun. We aim to have continual outdoor play sessions everyday throughout the year as well as having outside activities freely available to the children. By taking what measures we can to protect the children in our care from the harmful effects of the sun we can help reduce the risk of skin cancer in later life caused by UV radiation. Too much exposure to ultraviolet light (UVA and UVB) radiation from the sun, causes sunburn, skin damage and increases the risk of skin cancer.

Babies and young children have thinner, more delicate skin than adults, and because of this, their risk of getting sunburn is much higher. *(Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of skin cancer)*

Your child's health and wellbeing are very important to us

This policy is underpinned by

Every child matters – Be Healthy

Stay safe

Enjoy and Achieve

### We will

- Ensure children have access to shade throughout the day.
- To ensure an effective sun cream is applied regularly throughout the day, judged on the UV factor of the day being 4 or above.
- To ensure children wear appropriate clothing during the summer.
- To work with parents/carers, children and staff to achieve protection from the sun.
- During their time at nursery the children will be taught appropriately about the need for sun cream and the importance of it through discussion and topics.
- It is our policy that all children must wear a hat and sunscreen regardless of skin colouring during the summer months.
- Parents / carers will be asked to provide a sun hat for their child, to offer additional protection in the sun. Spare hats are available for children who have forgotten their own. Hats should protect the face, neck, ears and crown of the head to help prevent damage to the skin from the sun. Hats should be labelled and kept in the children's trays or on their pegs. (Unnamed hats may be found in the children's room)
- Staff should also wear hats and apply sun cream to protect themselves and to be a positive role model for children.
- It is requested that all children arrive already wearing sun-screen during the summer months May to September. Sun cream should be applied to all exposed parts of the body at least 15 minutes before going out in the sun. Remembering the ears, shoulders, neck, nose and tops of feet.
- Parent/carers will be asked to provide us with a bottle of sun screen for their child, clearly labelled with the child's name. to avoid any allergy issues. These should be handed to your child's Key person.
- Parental permission is requested on our admission's form and annually or on transition thereafter to apply sun-cream to their child as required for outdoor activities, to provide continual protection throughout the day.
- Nursery holds sun cream with a minimum of 'factor 30' that we will supply if parents do not bring any in or the child's sun-cream has run out. If sun cream is not brought in or a child repeatedly makes use of the nursery sun cream, there will be a flat rate of £5.00 charged for the term.
- Parents are advised when looking at sun cream to look at the number of stars for the UVA protection the more stars the better, along with the SPF Factor amount as the different makes can be very different.

- Parents who provide sunglasses for their child to wear should ensure they meet British standards and are 'CE' marked
- Parents/carers will be asked to provide appropriate clothing for their child and during the hotter weather children should be dressed in loose/light weight cotton clothing that is of a close weave fabric.
  - If children are playing in the water then the sun cream will wash off and will need to be re-applied once they have been dried.
  - Parents/carers of children, who have a medical reason which prevents them from wearing sun screen, will be asked to provide a suitable alternative.
  - Staff will discuss regularly how to keep children safe in the sun and our routines will be regularly evaluated.
  - When hot weather is forecast, we will re-arrange our timetable to enable outside play activities to occur earlier in the day - enabling the children to access the outdoor space during the cooler times of the day when the sun's rays are less powerful. Outdoor play will be in shaded areas where possible with staff moving equipment as deemed necessary to achieve this.
  - Water will always be readily available to the children throughout the year, but in the warmer months we place greater emphasis on the children having a regular fluid intake, as small children can de-hydrate very quickly.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021

(or earlier if a change occurs)

## **Bad Weather Policy**

### Aim

We aim to provide full time, quality child care throughout the year without interruption, although we do recognise the fact that inclement weather and other emergencies can affect the settings ability to open and the employee's ability to get to work. The safety and welfare of our families and employees is paramount in any emergency. No policy can cover every potential emergency situation, so this policy covers the most common.

Fortunately, emergencies and inclement weather days are infrequent, but these are the procedures we would follow for when they occur.

### Nursery Closure

When an emergency such as these examples occurs, the nursery will close.

- considerable snow fall,
- power cuts, variable conditions to be risk assessed at the time
- flooding

If the emergency occurs overnight parents will be advised of the closure by email, on our facebook page, announcing on the local radio stations and by posting the closure on the website. If there is a power cut then there could be a possibility we will be unable to contact parents by email or website. We will also endeavor to contact parents by telephone where possible. Parents will always be given as much prior notice as possible although in emergency situations this can often be very limited.

We will keep the nursery closed for the briefest period of time possible to ensure the least amount of disruption is caused to the families.

If the emergency occurs part way through the day parents will be contacted by email and website where possible but otherwise an announcement will be made live on the local radio stations and parents will be telephoned. Parents will be asked to collect their child/ren or make arrangements to have their child/ren collected as soon as possible.

If parents cannot be reached the child's next emergency contact will be called. In the event the child's emergency contact cannot be reached the management will continue to call all possible permitted contacts to collect the child.

Two members of staff one being the manager or proprietor will remain on site until all the children have been collected.

If an emergency occurs part way through the day and only affecting the nursery building, we will utilise our forest school site if necessary.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021 (or earlier if a change occurs)

## **Fees/ Payments Policy**

### **Aim**

We aim to advise parents of the fees and terms of payments required by the nursery and inform parents what early education grants or alternative funding could be available to the children and their families. All information is available in our prospectus and on our website [www.moatbarnnursery.co.uk](http://www.moatbarnnursery.co.uk)

### **Advanced bookings**

A registration fee is raised for all non-funded children to hold a space. We cannot hold sessions open for you without receipt of the registration fees.

### **Funded 3 & 4 Year Old Children**

All children who attend the nursery are entitled to 15 universal hours free early years education from the term after they turn 3. Some working families may meet the criteria to entitle them to an additional 15 hours extended funding providing them with a total of 30 hours a week.

Parents can check their eligibility at [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk). You will be required to enter your personal details and will be given an eligibility code which we will be required to check. You must give us this code by the end of the previous term to receive the funding for the following term. Full details will be explained on this website. You are required to check and update your details every 3 months.

The 'Extended Hours' will be offered subject to availability of sessions and sustainability. If availability is limited we will offer the 'Extended Hours' to those children who have been attending the nursery for the longest period time. We reserve the right to review our offer termly.

Parents can opt to claim this funding over 38 weeks a year, term time only or they can choose to use the facility of 'Stretched Entitlement' and stretch the funding throughout the year allowing for continuity of payments if the child attends full time. Children can claim this free education in a multitude of ways but sessions must not exceed 10 hours a day.

Funding is issued termly in the Spring, Summer and Autumn. Should you wish to move your child to a different nursery in Suffolk mid-term the funding is not transferable and additional charges could be incurred at the new setting depending on their policy. If a child transfers to our nursery mid term after claiming their funding in another Suffolk setting full childcare costs will be charged until the next funding term commences.

In the event of there being more children than places available we shall give priority to funded four year old children then funded three year old children.

We are an inclusive practice and will not refuse a place on the grounds of a child's attainment, gender, race, religion, language, culture or any special educational needs the child may have.

Moat Barn Nursery will be funded for the 'free' time by a grant, which we will receive directly from the L.E.A. We receive our funding termly, if you require your child to attend more than 15/30 hours a week you will be invoiced for the additional hours on a monthly basis payable in advance.

You are able to claim your child's nursery grant through more than 1 setting. Pre- schools automatically receive funding above private nurseries. Once we have established and agreed space and session times with you we will provide you with a parent declaration form, which you must complete and return to us by head count day. We must also see original evidence of your child's date of birth. We then have to submit your child's details to the L.E.A., together with the agreed number of sessions your child is attending for. If your child attends with another provider, we shall make contact with them to confirm how many hours you shall be using with them. You will not be eligible for funding exceeding more than 15/30 hours a week between both providers.

Children receiving grant funding may choose not to attend Moat Barn Nursery during the recognised half term breaks, Easter, Summer and Christmas Holidays and will be classed as term time only attendees. Please advise us if you would like your child to attend term time only.

Children in receipt of any funding cannot swap their booked sessions. They need to advise the nursery of any absence so the child can be removed from the register. Additional sessions can be booked if required subject to availability and will be charged at the hourly set rate.

Parents will be required to pay for any additional sessions that take the child above 15/30 hours a week and for any meals and consumables are charged as an additional service charge. These are daily charges added onto your monthly bill. Parents will also be required to pay for any additional activities such as trips and activities.

Please note all meals and additional activities are optional and not compulsory.

### **Funded 2 Year Old Children**

This is a scheme that allows eligible children to receive free early years care and education from the term after their second birthday. Eligible children can claim up to 15 hours free early years care a week for 38 weeks a year. Parents can opt to take this entitlement as stretched entitlement enabling them to use less hours throughout the year. This is part of a national offer from the Department for Education (DfE) and has been developed to improve outcomes for identified two year olds who would benefit from accessing high quality early years and childcare provision. For further information and to check for your eligibility go to [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

Parents will only be required to pay for meals and any extra hours booked above the 15 hours funding or any extra activities provided at the nursery such as trips and parties.

Please note all meals and additional activities are optional and not compulsory.

## **Payment**

Non-funded and funded children who attend more than their funded hours will receive an invoice on or around the 20th of the month for the following month. This invoice is due for payment by the 1st of the month.

The nursery can accept payment by Standing Order, Cash and Childcare Vouchers.

The Childcare Tax Free savings accounts can also make paying for childcare more affordable. If you set up a Tax Free Child Care account the Government will pay in £20 to your account for every £80 you pay in. Further information and advice can be found at [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk).

If payment is not received by the 1<sup>st</sup> of the month a reminder will be sent out. If payment is not received by the 14<sup>th</sup> of the month a second reminder will be sent out. If payment is not received by the 20<sup>th</sup> of the month the management will make personal contact with the parents to enquire as to why payment hasn't been made. If payment is not received by the next payment run a £20 late payment fee can be applied.

If the parent fails to settle the outstanding balance by the 7<sup>th</sup> of the following month then the nursery reserves the right to suspend that child's space for a month or until the payment has been settled.

If the invoice remains outstanding by the end of the 2<sup>nd</sup> month then the nursery reserves the right to give notice that the child's space has been forfeited and the outstanding fees may be pursued through the small claims court with any additional costs being added.

## **Additional charges**

Late collection - If any child cannot be collected by 6.00 p.m., an extra charge of £5 per 5 minutes will have to be made to cover wages of 2 members of staff.

Early drop off or late collection outside your booked session (during normal opening hours) will be charged for. There will be a standard fee of £5.00 for every 5 minutes after or before your booked times unless previously agreed with the office.

Sun cream – sun cream is supplied by the parent but If sun cream is not brought in or a child repeatedly makes use of the nursery sun cream, there will be a flat rate of £5.00 charged for the term.

Nappies – nappies are provided by the parent but if spare nursery nappies are used an additional charge of £1.00 will be charged per nappy.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2020

(or earlier if a change occurs)

## **Key Person Policy**

### The Aim

Our aim is to plan and organise our setting to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

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

It is our aim to ensure children feel safe, stimulated and happy in the setting and feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. We strive to make the setting a welcoming place, where it feels like home from home, and the children can settle quickly and easily as special consideration has been given to the individual needs and circumstances of the children and their families. The Key Person is a role set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

This Policy is Underpinned by:-

Children's Act 1989 and 2004

UNICEF 1989

We ensure the key person approach is adopted and implemented in an effective and positive way to promote positive relationships for the children and their families by:-

- Allocating a key person before the child starts. We will aim to ensure the key person's working day is similar or longer than that of the child's attending hours to ensure the key person is available at drop off and pick up times to welcome the child and their family to nursery and then be available at the end of the child's session to feed back all relevant information to the parent/carer.
- The key person will offer a 'Home Visit' with a member of management if the parents wish to accept this offer. During the 'Home Visit' the key person will complete the 'On Entry' data sheet with the parents for the child which will inform the key person of useful information about the child and their individual interests and enable the key person to start planning for their needs and interests from their first session at nursery.
- The key person will welcome the child and the family on the child's free trial session.
- The key person will provide the parents/carers and child with an 'All About Me' information sheet about themselves, enlightening the family a little more about themselves, their background and their interests.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person will also ask the parent/carer to complete an 'All About Me' Booklet for the child, allowing the key person and parent to plan and deliver a unique plan for the child's well-being, care and learning.
- It is the key persons responsibility to be the link between other carers such as a childminder and a key person at another setting. It will be their duty to ensure the correct sharing of appropriate information about the child's development is passed on.

- The key person is responsible for completing the child's Learning Journey and any other developmental records and for sharing this information on a regular basis with the child's parents.
- The key person encourages strong, positive relationships between children in his/her key group, spending time with them as a group each day.
- Our individual rooms are organised and smoothly run with the same key staff working in the rooms each day therefore enabling all staff to know all the children and their individual needs well providing a back-up if and when the child's key person is absent.
- The key person will be responsible for developing a secure and trusting relationship with the child and will encourage the child and family to share key words, gestures or sounds that will support the child in the setting.
- The key person will observe and plan for the child's likes interests and individual needs.
- The key person will be responsible for producing the transition/leavers report when a child moves to a new setting.
- The key person will hold a transition meeting with the reception teacher when the child is going to school.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021

(or earlier if a change occurs)

## **No Smoking Policy**

### The Aim

Our aim is to promote good health of the children and comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment – both indoor and outdoor.

This Policy is underpinned by:-

The Smoke-free (Premises and enforcement) Regulations 2006

The Smoke-free (Signs) Regulations 2007

### **How we achieve this.**

- Staff are made aware we are a non- smoking environment inside and outside during their interview.
- Staff are made aware of our non-smoking policy during their induction.
- All parents, carers, volunteers and visitors are made aware of our non-smoking policy.
- We display non-smoking signs.
- The no-smoking policy is stated in our prospectus.
- Staff who smoke do not so during working hours.
- If staff want to smoke during their lunch break they would need to do so off the premises.
- Staff who smoke during their lunch break must make every effort to reduce the effect of the odour and lingering effects of smoke for children and colleagues.
- We would support staff and direct them to appropriate advice and support if they implied they would like to give up smoking.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021

(or earlier if a change occurs)

## **Allergy Policy**

At Moat Barn Nursery we are aware that children who attend may suffer from food, bee/ wasp sting, animal or nut allergies. We believe that all allergies should be taken seriously and dealt with in a professional and appropriate way. Although we cannot guarantee a completely allergen free environment, we will follow this policy to ensure allergic reactions are minimised or where possible prevented and staff are fully aware of how to support a child who may be having an allergic reaction.

Staff attends relevant training to gain knowledge 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.

Information is collected from parents on the registration form regarding any known allergic reactions and allergies which are then shared with all staff in the nursery. This is updated annually and on moving to the next aged room. Furthermore, any change in a child's medical condition during the year must be reported to the nursery.

All allergies are recorded and a health care plan is put in place with the child's doctor's written advice, which explains the condition, defines the allergy triggers and any required medication, which will be kept in the office and details including a photo of the child will be displayed in the kitchen for the staffs information.

A specific needs form is completed and shared with all staff who read and sign to say they have understood the importance of the need.

All food prepared for a child with a specific allergy will be 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

An allergic reaction to nuts is the most common high risk allergy; therefore the nursery is a NO NUT environment.

Snack time biscuits and snacks are monitored by Staff to ensure they are peanut, nut free and other allergens depending on the children attending. All staff should know the procedures at snack and lunch time to ensure the safety of children with allergies. All tables are cleaned with an approved solution to reduce the risk of contamination.

The manager, nursery cook and parents will work together to ensure a child with specific food allergies does not receive any food at nursery that may harm them. This may include designing an appropriate alternative menu or substituting specific meals on the current nursery menu.

If a child has an allergic reaction to food, a bee sting, plant etc. a first aid trained member of staff will act quickly and administer the appropriate treatment. Parents must be informed and it must be recorded on an incident form

If this treatment requires specialist treatment, e.g. an epi-pen, 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.

A sick child above all needs their family; therefore every effort should be made to contact a family member as soon as possible.

If the allergic reaction is severe a member of staff will summon an ambulance immediately. We WILL NOT attempt to transport the sick/injured child in our own vehicles

Whilst waiting for the ambulance, we will contact the emergency contact and arrange to meet them at the hospital

A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and child's comforter

Staff must remain calm at all times; children who witness an allergic reaction may well be affected by it and may need lots of cuddles and reassurance

All incidents will be recorded, shared and signed by parents at the earliest opportunity.

Where students with known allergies are participating in nursery trip, all information and medication will be taken on the trip.

### **Medical Information (Epi Pens)**

Where Epi Pens (Adrenalin) are required in the Health Care Plan:

- The nursery will monitor and record the use by date of the Epi Pen and ask for a replacement when required
- The Epi Pens are located securely in the medicine cupboard in the office along with a copy of the Health care plan.

### **Definitions**

**Allergy** - A condition in which the body has an exaggerated response to a substance (e.g. food and drug) also known as hypersensitivity.

**Allergen** - A normally harmless substance that triggers an allergic reaction in the immune system of a susceptible person.

**Anaphylaxis** - Anaphylaxis, or anaphylactic shock, is a sudden, severe and potentially life-threatening allergic reaction to food, stings, bites, or medicines.

**Epi-pen** - Brand name for syringe style device containing the drug Adrenalin,-which is ready for immediate inter-muscular administration.

**Health Care Plan**- A detailed document outlining an individual child's condition, treatment, and action plan for use of an Epi-pen.

Signed: \_\_\_\_\_

Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021

(or earlier if a change occurs)

## **Asthma Policy**

At Moat Barn Nursery we are aware that children who attend may suffer from Asthma, a condition that affects the airways.

Approximately one in seven children have asthma and numbers are increasing.

We want to ensure that children who suffer from asthma do not lose out when they are at nursery.

Most children with asthma can have a full and active life, but asthma should be taken seriously and dealt with in a professional and appropriate way.

Although we cannot guarantee a completely trigger free environment, we will follow this policy to ensure Asthma attacks are minimised or where possible prevented. We ensure all staff are fully aware of how to support a child who may be having an Asthma attack.

Staff have attended relevant training to gain knowledge of the signs and symptoms of a possible asthma attack, which would include wheezing, shortness of breath, tightness of chest and coughing.

Upon entry to nursery information is collected from parents on the registration form, including details of any medical condition for example asthma.

If a child is diagnosed with asthma, parents/carers are then required to complete an asthma plan record. This outlines the child's own personal triggers, signs and symptoms, which prevents and medication they take and what to do if an attack occurs.

This information is kept in the child's class in the asthma/continual medication folder. These action plans are reviewed regularly with the parent and the child's key person. Parents are asked to report any changes in their child's treatment. An additional inhaler medicine form is completed for staff to record if an inhaler or asthma medication is required to be given during nursery hours. Inhalers along with the individual child's spacer are kept in the medicine cupboard which is located in the main office.

Office staff check the dates on the inhalers regularly to make sure they are still in date. When inhalers become close to being out of date a new one is requested from the parent and the old ones are returned to the parent. If the children are taken off site, reliever inhalers are taken with us, in a ruck sack which is carried by a member of staff.

Triggers are kept to a minimum as outlined. The setting is a non-smoking area. We do not use air freshness in the main playrooms as it has been proven by Asthma UK to be a trigger for some asthma sufferers.

In cold weather the children are requested to wear a coat and any children whose trigger is cold weather are monitored carefully and encouraged to spend some time inside if their asthma worsens. We have no inside furry pets.

Dust is kept low due to our daily cleaner who thoroughly cleans the nursery in the evenings.

If a child has an asthma attack a first aid trained member of staff will act quickly and administer the appropriate treatment. Parents must be informed and it must be recorded on an incident form.

A sick child above all needs their family; therefore every effort should be made to contact a family member as soon as possible. If the asthma attack is severe a member of staff will summon an ambulance immediately. We WILL NOT attempt to transport the sick/injured child in our own vehicles.

Whilst waiting for the ambulance, we will contact the emergency contact and arrange to meet them at the hospital. A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and child's comforter. Staff must remain calm at all times; children who witness an asthma attack may well be affected by it and may need lots of cuddles and reassurance after the incident. All incidents will be recorded, shared and signed by parents at the earliest opportunity.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021

(or earlier if a change occurs)

## **Intimate Care Policy**

This Policy is Underpinned by:-

- Children's Act 1989 and 2004
- The Early Years Foundation Stage 2008 & 2012
- Keeping Children Safe in Education 2018

At Moat Barn Nursery we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

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, 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
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. 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. 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 have 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 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.

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the manager at the earliest opportunity.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021

(or earlier if a change occurs)

## **Access and Storage of Information**

At Moat Barn Nursery we have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention.

Parents are welcome to view the policies and procedures of the nursery which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or by accessing the file in the entrance hall or on the nursery website. The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. All parent, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

The nursery's records and documentation that are required to be kept and stored by current legislation are performed in accordance with minimum legal archiving requirements. We currently archive these records for at least 24 years to ensure we are covered for any child protection concerns.

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our Privacy Notice which can be found on our website

If Parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: March 2020

Date to be reviewed: March 2021

(or earlier if a change occurs)

## **Covid Policy**

### **RESPONDING TO A COVID19 OUTBREAK POLICY**

The well-being, safety, and security of all the children in the setting is our main concern. In light of the current COVID19 pandemic this policy has been implemented to ensure the safety of all staff members and children attending setting.

Anyone who begins to display COVID19 symptoms whilst in setting which include:

- A raised temperature 37.8° or more.
- A new and persistent cough.
- Anosmia (Loss of smell and taste).

will be sent home immediately and advised to follow government guidelines  
[www.gov.uk/government/publications/covid-19-stay-at-home-guidance](http://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)

Should a child in setting become unwell and is suffering from any of the above symptoms they will be immediately removed to a secure room and remain with a member of staff whilst they await collection from a parent or carer. The staff member will wear PPE in the form of apron, gloves and facial covering whilst caring for the child.

Should a family member sharing the same household of a child attending setting or a member of staff show signs of COVID19 then that child/person should not attend setting under any circumstances and government guidance should be followed.

All children attending Moat Barn Nursery and members of their immediate household will have access to a test if they display symptoms of COVID19 and would be encouraged to get tested in this scenario.

The setting will be thoroughly cleaned following a suspected case of COVID19.

What happens if there is a confirmed case of coronavirus in a setting?

When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 10 days from the date of the onset of symptoms and only return once they have had no fever for 48 hours. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.

Where the child, young person, or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.

Where a child, young person, or staff member tests positive, the rest of setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person, or staff member they live with in that group subsequently develops symptoms.

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take.

Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

Temporary suspension of all dual placements will be put in place, due to the increased risk of Covid cross contamination between settings. This will be reviewed termly, considering the current risk factors for children, staff, and parents.

Signed:

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Name of Signatory: Amanda Pheasant

Role of Signatory: Proprietor

Date: September 2020

Date to be reviewed: September 2021

(or earlier if a change occurs)

