



Alpha Nurseries

Policies and Procedures

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These policies were adopted by this nursery and shared with all staff:

Name of Nursery: _____

Manager's Name: _____

Managers Signature: _____

Date: _____

Review Due: Oct 2016

Alpha Nurseries Ethos

Alpha Nurseries ethos is to create a nurturing, inclusive environment in partnership with parents; where each child can reach their full potential in an environment which is safe, secure, happy, healthy and stimulating.

Each one of our settings is unique and retains its individuality, while having the support of a team of professionals at our head office to ensure each setting is run to a high standard while offering families the personal touch.

Alpha Nurseries has high expectations of our staff team to ensure that we deliver the highest quality childcare possible. Our staff are dedicated, committed and have the motivation and genuine passion to deliver high quality childcare where children are happy and safe. Staff are carefully selected not only for their professional childcare qualifications and experience, but also for their personal qualities and their commitment to provide each child with quality care, and their continuing enthusiasm to develop their skills through further training.

Within our settings we aim to:

- Create a stimulating, caring and safe environment where each child's individual needs are met and where they can develop creativity, individuality and self-confidence in secure surroundings.
- To treat each child as an individual and recognise and celebrate individuality and diversity which helps promote a rich learning environment.
- Promote the development of a positive self-image within all children and families.
- Work in partnership with parents and carers in an open and honest way.
- Support parents and carers in the developmental needs of their children, both in the setting and at home.

We will achieve this by:

- Creating an environment which promotes inclusion by introducing appropriate resources and positive images of gender, disability, ethnic minorities and different cultures.
- Encouraging the participation of parents and carers in all aspects of the running of the setting.
- Creating a welcoming atmosphere which makes the child, parents and carers happy and comfortable within the setting.
- Having a thorough recruitment and induction process. Valuing our staff and encouraging and supporting ongoing professional development.
- Continually monitoring, reflecting and evaluating the effectiveness of our practice. We will identify our strengths and weaknesses and constantly look for ways to raise the quality of the service we provide and to improve outcomes for all children.
- We develop and maintain strong links in the local community, children's centres and other agencies, therefore encouraging the local community and these professionals to play an active role within the setting.

Great care is taken by our staff at all times to prevent injury to children and staff. It is a legal requirement to have a member of staff with current (Ofsted approved) paediatric first aid training on the premises or on an outing at any one time. We aim to have all of our staff first aid trained, so all staff can take action to administer first aid treatment in the event of an accident involving a child or adult.

The person responsible for managing first aid requirements in the nursery is:

We follow the guidelines of Ofsted and the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Examples of incidents might include one child biting another, a near miss or the use of physical restraint to prevent a child harming themselves or others.

First aid procedures

- Staff must practice good hygiene at all times
- In the case of a minor accident or injury first aid will be administered by a trained first aider
- First aid kits are available if required these are situated in:
- Gloves must be worn by staff when dealing with any cuts, saliva or other bodily fluid
- The staff member will record details of the accident and treatment given on an accident form
- The parent/carer must sign the form when they collect their child.
- A copy of the form must be given to the parent/carer for all head injuries and whenever a parent requests a copy
- The form will be given to the manager for logging and investigation.
- If the accident causes any major concern to the staff then the parent/carer will be informed.
- Any incidents must be reported to the manager for investigation.

The manager (or person responsible for first aid) will ensure that the first aid equipment is checked monthly, replenished and replaced as necessary. Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains items identified as appropriate from our first aid risk assessment. The first aid box is easily accessible to adults and is kept out of the reach of children. An additional first aid kit is available to be taken on outings away from the nursery. No un-prescribed medication is given to children, parents or staff.

In case of a medical emergency:

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital. Staff will call the emergency services and provide details of the incident and details from the child's registration form. The parent/carer will be contacted and a member of staff will go with the ambulance with the child's registration details and consent forms and will remain with the child until the parent/carer arrives at hospital.

Recording and reporting of accidents and incidents

All accidents however small must be recorded on an accident form. Our accident forms are kept in the nursery office. They are accessible to all staff and volunteers, who know how to complete them. Existing injury forms are used to record any injuries on entry to the setting. All forms are logged and reviewed by the manager on a monthly basis to identify any patterns in occurrence, potential or actual hazards. Where issues are identified further risk assessment will be undertaken and measures put in place to prevent further accidents. All forms are kept for future reference as outlined in the Confidentiality, Data Protection and Information Sharing Policy.

When there is any serious injury or death of a child or adult we will notify the appropriate local child protection agency, Ofsted (as soon as is reasonably practicable and within 14 days) and the insurance company. A RIDDOR report will be completed and sent to the Health and Safety Executive. Further to this if staff notices a serious injury which they are unsure whether it occurred at nursery or at home, we will follow our Safeguarding Policy.

Copies of all completed paperwork and correspondence in relation to a serious accident, injury, illness or death **must** be given to a member of senior management

Achieving Positive Behaviour and Promoting British Values

Children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Where appropriate children will be encouraged to consider the impact their behaviour has on the people, places and objects around them; and to consider the views, feelings, needs and rights of others. We will positively promote good behaviour and value co-operation and a caring attitude to enable children to develop as responsible members of society. These principles are embedded in the promotion of British Values across the nursery environment.

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

Our named person is: _____

We require the named person to;

- Keep up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development
- Support staff by providing relevant in-service training on promoting positive behaviour

We aim to achieve positive behaviour by;

Creating a positive learning environment

- Staff model appropriate behaviours e.g. speaking in a pleasant voice, playing cooperatively, sharing, being polite, tidying up, and being kind to others
- Staff respond positively to children giving help, care, encouragement and attention
- Questions and prompts are used to respond to child initiated interactions to promote language, problem solving, social and emotional development
- Staff use verbal, and nonverbal prompts to teach new skills
- Considerate behaviour such as kindness and willingness to share are acknowledged
- Staff support children in developing self-esteem, confidence, a sense of belonging, and of being valued

Having realistic expectations

- Children are individuals and develop at different rates and need to be developmentally ready before they can learn a new skill
- All children make mistakes and most are not intentional
- Behaviours will be handled in a developmentally appropriate way
- Babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this
- Staff will remain calm and patient, helping children to manage their feelings and talk about them to help resolve issues and promote understanding
- Staff will be aware that some behaviour may arise from a child's special needs
- A child may have insufficient language skills to express him or herself and may feel frustrated
- Children do need their own time and space, it is important to acknowledge children's feelings and to help them understand how others might be feeling
- A child may be exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse. If abuse is suspected the nursery's Safeguarding Children policy should be followed.

Using assertive discipline

- Assertive discipline involves being consistent, responding immediately and modelling how to behave appropriately in an age and stage appropriate manner

- Staff value children's individuality whilst expecting reasonable behaviour
- When staff respond to unwanted behaviour they will remain calm and will not raise their voices
- When children behave in inconsiderate ways, staff will help them understand the outcomes of their action and support them in learning how to cope more appropriately
- It will always be made clear that it is the behaviour that is unacceptable not the child
- An alternative to the undesirable behaviour will be discussed with the child, to help them deal with the situation next time it happens
- Distracting and redirecting children's activities are ways of discouraging unwanted behaviours
- Using descriptive praise to encourage behaviours we would like to see more often

Managing unwanted behaviours

In all cases inappropriate behaviour will be dealt with at the time of the incident. Staff will use a variety of techniques depending on the child and the behaviour. These include:

Establishing clear ground rules – e.g. reminding of rules i.e. 'we walk indoors'

Planned ignoring – paying no attention to a minor behaviour i.e. saying a rude word

Give clear calm instructions – explain clearly what you would like the child to do, giving praise when completed

Logical consequences / quiet time – withdrawing the activity or removing the child from the activity for a set amount of time if the behaviour continues after you have asked the child to stop

Where unwanted behaviour is on-going and a cause for concern staff will use observations to establish any patterns underlying the behaviour. In consultation with parents an individual behaviour plan may be put in place to support management of the unwanted behaviour and ensure consistency in how this is dealt with.

Physical restraint

'It is permissible to take necessary physical action in an emergency to prevent personal injury either to the child, other children, an adult or serious damage to property' **The Children Act Vol12 Chap6.22**

We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. All incidents of physical restraint will be reported to the nursery manager and are recorded on an incident form in the child's personal file (what happened, what action was taken and by whom, and the names of witnesses). The child's parent is informed on the same day.

Hurtful behaviour and bullying

Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is usually momentary and spontaneous.

- We help a child to understand the effect that their hurtful behaviour has had on another child; we encourage a child to say sorry where it is clear that they are genuinely sorry.
- We focus our attention on the child that was the subject of the hurtful behaviour, offering them comfort and reassurance
- Young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We help children recognise and understand their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, and you were enjoying playing with it. Did it make you feel angry?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- Skills such as sharing and turn-taking take time to develop. Children need repeated experiences supported by patient adults and clear boundaries.

- In cases of serious misbehaviour, such as racial abuse, we make clear the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

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 can occur in children five years old and over and in younger children when they have reached a stage of cognitive development where they are able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

- We give reassurance to the child or children who have been bullied; showing 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 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, be subject to abuse, or other circumstances causing them to express their anger in negative ways.
- Children who bully are often unable to empathise with others and we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done.
- 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 discuss what has happened to 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
- We will offer support and reassurance to the child that has been bullied

Rough and tumble play, fantasy aggression and weapons

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.

- Teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, 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.
- Many children will invariably play with weapons, using their finger as a gun at the very least. This play is often reflecting what they have observed or experienced. As with other forms of play weapon play will be carefully observed and used as an opportunity to develop children's appropriate understandings

Risky play

Official advice to practitioners is to ensure that children encounter more risk in their play. The Early Years Foundation Stage states 'Being overprotective can prevent children from learning about possible dangers and about how to protect themselves from harm.' All play will be monitored for risk and appropriate risk assessments will be undertaken. However, we acknowledge that during play children will sometimes hurt themselves. Any injuries will be treated in the appropriate ways.

Staffing

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

- All staff, volunteers and students are required to provide a positive model of behaviour by treating children, parents and one another with friendliness, respect and courtesy.
- Staff will not humiliate, ridicule, use or threaten physical punishment. Techniques intended to single out a child will not be used e.g. A 'naughty chair' or sending a child out of a room.
- Staff will not use an area, i.e. the quiet area, as part of the discipline process (by sending a child for bad behaviour), so children do not see these as negative areas.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the nursery.
- Behaviour will be a standing agenda item for team meetings ensuring staff have the opportunity to discuss and concerns and share good practice

Partnership with parents

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.

- Staff will share with parents what strategies they are using to discourage the behaviour so we can work together to ensure consistency.
- If a serious incident occurs an incident form will be completed and parents informed.
- Where a child's behaviour continues to give cause for concern, staff will consult with parents/carers about possible ways in to support the child.
- We may advise parents to seek specialist advice (for example, sometimes hearing or speech problems lead to difficulties in understanding rules).
- An Individual Play Plan will be set up where necessary. If aspects of a child's behaviour are putting their own or others safety at risk the procedures to be followed will be written into the Individual Play Plan.

Working with other agencies

In some cases, in agreement with parents, we may request additional advice and support from other professionals. This may include the Early Education Team from the County Council.

Promoting British Values

Alpha Nurseries Group actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths or beliefs. These are interpreted by our children as learning right from wrong; learning to take turns and share; and challenging negative views and stereotypes. We do not promote views and theories that are contrary to established scientific or historical evidence and explanations. This is already implicitly embedded in the Early Years Foundation Stage and integral to our Inclusion, Equality and Diversity Policy.

Democracy: making decisions together

- Encouraging children to know their views count, value each other's views and values, and talk about their feelings.
- Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration.
- Give children the opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

- Collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up.
- Ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

- Provide opportunities for children to develop a positive sense of themselves, developing their self-knowledge and self-esteem by talking about their experiences and learning.
- Allowing children to take risks on an obstacle course, increasing their confidence in their own abilities
- Provide a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Mutual respect and tolerance: treat others as you want to be treated

- Management and Leadership should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance, appreciation of, and respect for their own and other cultures. For example, by learning about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions. Share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, by sharing stories that reflect and value the diversity of children's experiences.
- Staff should provide resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable is:

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

Any member of staff found to be behaving in an unacceptable manner will be subject to disciplinary procedures

It is our intention to be inclusive and accessible to children and families from all sections of the local community. We operate an Inclusion, Equality and Diversity Policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion, belief or sexual orientation of parents. We are flexible about attendance patterns to accommodate the needs of individual children and families. Visits by parents /carers and children are welcome and encouraged prior to booking a place.

Waiting list

The number of children attending nursery is strictly regulated to ensure that correct staff child ratios are maintained. If there is a space on the required sessions in the room most appropriate to the child's age and development then a place will be offered immediately, otherwise the child will be placed on a waiting list.

We arrange our waiting list in order that the application is received with priority given to children eligible for Early Education Funding, Siblings and those already attending requiring additional sessions.

Registration

A registration visit must be completed before a child can start nursery. At this visit you will meet the Nursery Manager or Deputy Manager and your child's Key Person. They will explain more about nursery and gather information about a child's individual needs. Parents/carers must complete and sign registration forms and parental consent forms. A registration fee is payable to secure a place and is due before the child's first day. Invoices are prepared monthly but parents / carers can pay weekly if this is more convenient.

Early Education Funding

We are registered with the local authority to accept government funding. Children are entitled to 15 hours a week Free Early Education the term after they are 3 years old. This can be taken flexibly as morning, afternoon, or full day sessions, or stretched over the year. Some 2 year olds may be eligible for Free Early Education if certain criteria are met.

When you register your child for their funded place we will discuss your needs, and as far as possible with availability and staffing arrangements we will accommodate your wishes.

For children only attending for their free entitlement:

- There is no registration charge
- Have the option to provide their own packed lunch or pay a nominal charge for nursery meals
- Are requested to supply their own nappies or pull ups and wipes if relevant

Allergy and Allergic Reaction Policy

At Alpha Group Nurseries we are aware that children can have allergies which may cause allergic reactions. We will follow this policy to ensure allergic reactions are minimised or, where possible, prevented and staff are fully aware of how to recognise and support a child who may be having an allergic reaction. This policy should be used in conjunction with our Food and Drink Policy; Accident, Incident and First Aid Policy; and Medication, Illness and Infection Control Policy.

Procedures to be followed:

- Staff will be made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis

- Information should be passed on by parents from the registration form regarding allergic reactions and allergies and must be shared with all staff in the nursery. Where an allergy is identified after registration this will be added to the child's personal record
- An allergy register will be kept in the staff room and kitchen. The nursery manager must carry out a full allergy risk assessment and complete an allergy management plan with the parent prior to the child starting the nursery. The information must then be shared with ALL staff and reviewed with the parent regularly
- 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. This will be served on red plates to ensure all staff working within the nursery are aware of the allergy
- Be aware that some craft materials such as playdough may contain allergens that could trigger an allergic reaction and must be considered as part of the risk assessment for children with severe allergies
- We are a nut free nursery and take care not to provide food containing nuts or nut products. We also ask that parents who provide a packed lunch for their child do not include items containing nuts or nut products. We are especially vigilant when we have a child with a known nut allergy
- The manager, nursery cook and parents will work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu
- We follow guidance by the Food Standards Agency and provide details on the 14 most commonly identified food allergens for all of our menus
- Seating will be monitored for children with allergies. Where deemed appropriate staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies and the potential risks
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first aid trained member of staff will act quickly and administer the appropriate treatment. Parents must be informed and it must be recorded in the incident book
- If this treatment requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child
- 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 parent/carer and arrange to meet them at the hospital
- The most appropriate member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and the 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 reassurance
- All incidents will be recorded, shared and signed by parents at the earliest opportunity
- Staff may also require support following an incident
- If a staff member has a specific allergy it is their responsibility to ensure that the nursery manager and colleagues are made aware

Any instances of severe allergic reaction should be reported in accordance with RIDDOR and Ofsted requirements as soon as is reasonably practicable but within 14 days. A member of senior management must be advised as soon as possible and copies of all completed paperwork and reports sent to head office.

It is the policy of Alpha Nurseries Group to give a warm welcome to all children, parents and carers on their arrival.

It is the responsibility of the manager to ensure that an accurate record is kept of all children in the nursery and that any arrival or departure to and from the premises is recorded in the register. The register will be kept in an accessible location for all staff.

Staff will also take regular head counts throughout the sessions to ensure all children are present at all times. Records of the daily registers will be kept by the setting for 2 years.

Arrivals

On arrival a member of staff will immediately record the child's attendance in the daily register including the time of arrival. Any messages passed on by the parents are to be recorded and shared with the staff in the child's room.

If the parent/carer wants their child to be given medicine during the day by a member of staff they must complete and sign a medication form.

Departures

When a child is collected from nursery the key person (or most appropriate person in their absence) will complete hand over to the parent or carer and feedback any information about the child's day. This might include information around meals, toileting, sleep and activities the child has been a part of throughout the day. If there are any medication, accident or other forms that require a signature then these must be signed before the child leaves the nursery.

If the child is to be collected by someone other than the parent/carer this must be indicated to a member of staff and recorded at the start of the sessions. The adult nominated to collect a child must be one of those named on the registration form. Only adults aged 18 years and over with suitable identification will be allowed to collect the child.

If the parent/carer arranges for someone else to pick up the child then there must be a password agreed and the child will not be released until the staff are satisfied that the child is in safe hands. Staff will check this information before permitting the child to leave. If there is any uncertainty staff should make further checks by telephoning the parent / carer.

If the parent/carer or nominated adult is going to be late to collect their child the setting must be informed as soon as possible. If the designated adult is late in picking up their child without prior warning the provisions of the Late Collection and Uncollected Child Policy will be activated.

Upon departure the register will be marked to show that the child has left the premises and the time of departure will be recorded. Once the child has been signed out the staff will have no more responsibility for that child.

Adults arriving under the influence of alcohol or drugs

The nursery's prime focus is the care and safety of the children it cares for. If an adult arrives to collect a child and they are deemed to be under the influence of alcohol or drugs the Nursery Manager, Deputy Manager or the senior member of staff on duty will assess whether the child's safety and welfare may be impacted if released into this person's care.

The decision will be discussed with the adult and where required an additional named adult will be contacted to collect the child or referred to social care if this is not possible. If at any point a child is deemed to be at risk of harm then the Safeguarding Children Policy must be followed.

At Alpha Nurseries Group it is our aim to provide a high quality stimulating environment for your child. Children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our nursery and will give prompt and serious attention to any concerns about the running of the nursery. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our nursery to a satisfactory conclusion for all of the parties involved. No child or family will ever be discriminated against as the result of a complaint to the nursery.

Procedures for making a complaint

Stage 1 - Any parent who has a concern about an aspect of the nursery's provision should talk over, their concerns with the nursery manager or deputy manager. Most complaints should be resolved amicably and informally at this stage.

Stage 2 - If this does not have a satisfactory outcome, or if the problem reoccurs, the parent should put the concerns or complaint in writing to the nursery manager. We can arrange help with this for parents not comfortable with making written complaints. When the investigation into the complaint is completed, the manager meets with the parent to discuss the outcome. Parents must be informed of the outcome of the investigation within 14 days of making the complaint.

Stage 3 - The parent or carer can put a complaint in writing to a member of Alpha Nurseries Group senior management. A sealed letter can be left at the Nursery which will be passed unopened to the Area Nursery Manager. An investigation will be carried out and the parent will be informed of the outcome of the investigation within 14 days

Stage 4 - If you are not satisfied with the response you can take your complaint further to the Directors of Alpha Nurseries Group. They can arrange a meeting to help to help define the problem, review the action so far and suggest ways in which it might be resolved. A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Ofsted and the Local Safeguarding Children Board

Parents may approach Ofsted directly at any stage of this complaints procedure. We display the Ofsted poster giving parents details of how to contact Ofsted on our parent notice board.

If a child appears to be at risk, our nursery follows the procedures of the Local Safeguarding Children Board. In these cases, both the parent and nursery are informed and the nursery manager works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint is followed and the appropriate action is taken.

Ofsted contact details are: Telephone: 0300 123 1231 Email: enquiries @ofsted.gov.uk
Address: Ofsted
Piccadilly Gate, Store Street
Manchester, M1 2WD

Record of complaints

All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond. Written complaints from parents will be kept in the child's personal file. When the complaint is resolved summative points are logged in the Complaints Summary Record. On request we would provide Ofsted with a written record of all complaints made within a specific time period, and the action taken as a result of each complaint. This is available to parents.

Confidentiality, Data Protection and Information Sharing Policy

Our work with children and their families will bring us into contact with confidential information which will only be used to enhance the welfare of their children. Parents have a right to know and be informed about the circumstances, and reasons, when we are obliged to share information and we will be open and honest and explain to families how, when and why the information will be shared about them and with whom. It is a legal requirement for the nursery to hold information about the children and families using the nursery and the staff working at the nursery. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act 1998 and the Human Rights Act 1998. We are registered with the Information Commissioner's Office in regard of our data protection responsibilities and a copy of our certificate will be made available on request.

It is our intention to respect the privacy of children and their families and we do this by following the procedure below:

- Displaying our privacy notice on our Parent Notice Board
- Confidential records are stored securely and are locked in a filing cabinet or cupboard.
- Written permission is obtained to hold personal details on children and staff.
- Parents are informed when we need to record confidential information beyond the general personal information we keep i.e. injuries, concerns, safeguarding, contact with external agencies.
- Written consent is sought from parents before information is shared with external agencies unless a child is considered at risk when our Safeguarding Children Policy will be followed.
- Parents have access to files and records of their own children but not to those of any other child
- All staff are aware that personal information given by parents is confidential and only for use within the nursery where it affects planning for the child's needs.
- If parents share information about themselves with other parents as well as staff we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Staff, student and volunteer inductions include an awareness of the importance of confidentiality.
- Decisions about staff employment remain confidential to those directly involved in the process.
- If staff breach this policy this may result in disciplinary action including dismissal.

Records

Records are kept for the purpose of maintaining our business. These include health and safety records, development plans, financial records, contractual documentation, and employment records of staff, students and volunteers. We keep two kinds of records on children attending our setting:

Developmental records – 'My Learning Journey' -These may include observations of children in the nursery, photographs, video clips and samples of their work and summary developmental reports. These are usually kept in the room and can be freely accessed, and contributed to, by staff, the child and the child's parents.

Personal records - These include registration and consent forms; an on-going record of relevant contact with parents ; correspondence concerning the child or family from other agencies; observations by staff on any confidential matter such as developmental concerns or safeguarding matters. These are stored in a lockable cabinet and are kept secure by the nursery manager in the office. Parents have access to the files and records of their own children (please see below) but do not have access to information about any other child.

Access to records

In accordance with the Freedom of Information Act 2000 parents may request access to any confidential records held on their child and family following the procedure below:

- Request to see the child's personal file by a parent must be made to the Nursery Manager, who will send written confirmation and will inform a senior manager. We commit to provide access within 14 days, although this may be extended.
- All third parties are written to asking for their permission to disclose to the person requesting it. This includes all family members and workers from other agencies, referred to in the records.

- When all the consents/refusals to disclose have been received. All information which a third party has refused consent to disclose is removed and the file photocopied.
- The photocopied file is given to the parents by the nursery manager who will explain the contents of the file.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the nursery or another (third party) agency.

Information sharing procedures

The Data Protection Act 1998 provides a framework to ensure that personal information about living persons is shared appropriately. The circumstances in which information can be shared are explained to parents at registration and they sign a form to say that they understand the circumstances when information may be shared without their consent. We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. This is when it is to prevent a crime from being committed or intervene where one may have happened or to prevent harm to a child or adult; or not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of a senior manager the three critical criteria are:

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

Information shared must be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely. We will record decisions made and the reasons why information will be shared and to whom. Our Safeguarding Policy sets out how and where information should be recorded.

Working in partnership with other agencies

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

- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the nursery and do not have access to any other children during their visit.
- We may consult with local and national agencies for advice and information to help us develop understanding of issues facing us and who can provide support and information for parents.

All the undertakings outlined above are subject to the paramount commitment of Alpha Nurseries Group which is the safety and well-being of the child.

Retention of Records

In accordance with our responsibilities outlined in the Data Protection Act 1998 we do not keep personal information for any longer than is necessary. Records are stored securely for the periods indicated below before being securely destroyed.

Type of Record	Retention Period	Status and Authority
Children's Records		
Personal records including registers, medication forms, accident records	A reasonable period of time once the children have left the nursery	Statutory Framework for the EYFS (Given legal force by Childcare Act 2006) - Requirement
	Until the child reaches 21 years old or 24 years old for child protection records	Limitation Act 1980 - Recommendation
Funding forms including associated documentation such as proof of date of birth and/or eligibility for additional funding	7 years	Local Authority - Requirement
Learning Journey	Should be passed to school, next provider or parent when the child leaves	Good Practice - Recommendation
Personnel Records		
Personal files and training records including details of any disciplinary records	6 years after employment ceases	Chartered Institute of Personnel and Development – Recommendation
Disclosure and Barring Service check	6 months maximum for certificate, number should be retained for the duration of employment	DBS Code of Practice - Recommendation
Health and Safety Records		
Staff accident records	3 years after the date the record was made	Social Security (Claims and Payments) Regulations - Requirement
Records of any reportable injury, disease, dangerous occurrence or death	3 years from the date of the record	The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) - Requirement
Accident/medical records as specified by the Control of Substances Hazardous to Health Regulations (COSHH)	40 years from the date of the last entry	The Control of Substances Hazardous to Health Regulations 2002 (COSHH) – Requirement
Risk Assessments under Health and Safety Regulations and records of consultations with safety representatives and committees	Permanently	Chartered Institute of Personnel and Development – Recommendation

The period of time from birth until a child is 5 years old is described as the Early Years Foundation Stage (EYFS). This is a very important stage in a child's life as it aims to provide children with a broad range of knowledge and skills to provide the right foundation for 'school readiness' and good future progress through school and life. As an Early Years Provider we have a legal requirement to meet the standards set out in Early Years Foundation Stage Framework. Children can join us from the age of 3 months and can stay with us until they join nursery school or can stay until they then leave us to move onto primary school to complete the EYFS in the reception year.

This framework sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep children **safe** and promote their welfare.
- The 7 areas of **learning and development** which guide early years professionals' engagement with children's play and activities as they learn new skills and knowledge
- Assessments that will tell parents about their **child's progress** through the EYFS.
- Expected levels that children should reach at age 5, usually the end of the reception year; these expectations are called the "**Early Learning Goals (ELGs)**"

There are four principles which underpin the EYFS and shape practice in Early Years. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

(Statutory Framework for the Early Years Foundation Stage, 2014)

The EYFS is split into 3 sections:

1. The Learning and Development Requirements
2. Assessment
3. The Safeguarding and Welfare requirements

Learning and Development

We aim to provide a high quality early learning environment that is happy, active, exciting, fun and secure; and which supports children's development, care and learning needs.

There are seven areas of learning that shape our environments and we work to help children achieve these are:

- Communication, Language and Literacy
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Communication Language and Literacy, Physical Development, and Personal, Social and Emotional Development are considered **prime areas** as they form the fundamental basis of all areas of children's learning and development. Literacy, Mathematics, Understanding the World, and Expressive Arts and Design are **specific areas** which build on and strengthen the prime areas in addition to developing children's skills and understanding.

The learning environment is organised to allow children to explore all these areas of learning securely and safely. There are areas where the children can be active, be quiet and rest. Each setting has an outdoor area with free flow play between indoors and outdoors. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers children the opportunity to explore, use their senses and be physically active and exuberant.

Through play children explore and develop learning experiences, which help them make sense of the world. They practice and build up confidence, ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own and learn to communicate with others as they investigate and solve problems. Children can express fears or re-live anxious experiences in controlled and safe situations. There is a balance between activities led by children, and activities led or guided by staff. As children grow and develop this balance will gradually shift; towards more activities led by adults, to help children prepare for more formal learning at school.

Staff will implement a range of teaching strategies to ensure that every child receives enjoyable and challenging learning experiences, tailored to meet their needs. We reflect on the different ways that children learn and reflect these in our planning and teaching methods. There are three characteristics of effective teaching and learning these are:

- Playing and Exploring- Children investigate and experience things, and “have a go.”
- Active Learning- Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and Thinking Critically- Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Praise and encouragement is used to encourage children to develop a positive attitude to learning. We educate children on boundaries, rules and limits and help them understand why they exist. Children are given choices to help them develop this important life skill. We allow children to take risks in a safe environment, teaching children how to recognise and avoid hazards.

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 satisfaction as they take ownership of their learning. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

We value the diversity of individuals and do not discriminate against children because of ‘differences’. All children and their families are valued and are treated fairly regardless of race, religion or abilities. We give the children every opportunity to achieve their best by taking account of our children’s range of life experiences when planning for their learning. We plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We use resources which reflect diversity and are free from discrimination and stereotyping.

We have a long term plan alongside short term (weekly and daily planning), which is based around the individual children’s needs and interests. These plans are used and implemented by the key person who has a good understanding of their children. We make regular assessments of children’s learning and we use this information to ensure that future planning reflects identified needs and that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence.

We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children’s first and most enduring educators and we highly value the contribution that parents make. We build strong home links in order to enhance and extend children’s learning both within the nursery environment and in the child’s home. Each child is assigned a key person at registration. The key person will consider the individual needs, interests, and stage of development of each child in their care, and will use this information to plan a challenging and enjoyable experience for each child in all areas of learning and

development. The key person will engage with and support parents and/or carers in guiding their child's development at home and will help families engage with more specialist support if appropriate.

Assessment

Assessment in the EYFS takes the form of observation, and this involves all staff. These observations are recorded in children's individual 'My Learning Journey' booklets by the key person, which also contains information provided by parents and other settings. This personalised record of each child's development is maintained, showing their abilities, progress, interests and areas needing further staff or parental assistance. We will keep parents and/or carers up-to-date with their child's progress and development and will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. We develop and maintain good links with local nurseries and schools. When a child moves to another setting the key person will liaise with the staff to ensure a smooth transition.

2 Year Old Check

When a child is aged between two and three we will review their progress and give parents or carers a short written summary of their child's development. We will identify the child's strengths, and any areas where the child's progress is less than expected. If we feel there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving other professionals as appropriate.

Safeguarding and Welfare

Children learn and develop best when they are healthy, happy, safe and secure, with their individual needs met. We aim to have a high quality setting which is welcoming, safe and stimulating with caring, skilled practitioners. We will do this by:

- Ensuring that all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensuring that each new member of staff has a robust induction and regular on-going supervision
- Provide staff with opportunities to further their training and to keep up to date with their knowledge of early years.
- Ensuring that the correct number of staff are on duty at all times
- Having a safeguarding policy and procedures in line with the guidance set out by the Local Safeguarding Children's Board.
- Having policies and procedures in place to support equality, inclusion, and diversity including details of how we support children with special educational needs or disabilities.
- Promoting good health, preventing the spread of infection and taking appropriate action when children are ill or have an accident.
- Providing children with healthy, nutritious and balanced meals.
- Manage behaviour effectively in a manner appropriate for the children's age and stage of development taking into account any individual needs.
- Monitor the use of the internet and social media websites and applications on all computer and tablets.
- Ensure that the premises are suitable for purpose, secure, and that furniture and equipment is safe.
- Share information with parents about the running of the setting.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Having a clear procedure for complaints.

Key Person

We promote the role of the key person as the child's primary carer in our nursery and allocate a key person to each child before they start to attend. 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. The key person welcomes and looks after the child and family during the settling in period to ensure the family has a familiar contact person to assist with the settling in process.

The key person acts as the key contact for the parents and works with them to plan and deliver a personalised plan for the child's well-being, care and learning. We provide a buddy key person so the child and the parents have a key contact in the absence of the child's key person. The key person is responsible for the child's developmental records, and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our nursery and at home. They will build links with other carers involved with the child, such as a child minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

Self-Evaluation

Each Alpha Nurseries Group setting will have their own self-evaluation form that will be updated in conjunction with all staff and parent's on a termly basis. This is to ensure the continuous review of practice and ensure we offering the highest standard of provision to children and families.

Our staffing ratios are in line with the statutory welfare requirements of the Early Years Foundation Stage (2014) to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. We are committed to recruiting; appointing and employing staff in accordance with all relevant legislation and best practice, please see our Safer Recruitment and Selection Policy for further information.

Procedures

- A minimum of two staff are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time. Staff are able to raise any issues they would like mentioned at the staff meeting.
- Every member of staff and volunteer will have regular supervision meetings. This will be a chance to discuss any issues that have arisen and celebrate achievements. The manager is always available if something needs to be discussed before the next supervision is due.
- Appraisals for staff and volunteers will be held annually.
- When a member of staff leaves our employment any reference request must be forwarded to a senior manager.

Induction

All new staff/ volunteers and students will have a 3 month induction programme and will be allocated a mentor. They are given a staff induction pack. We have a written induction plan for all new staff, which includes the following:

- Introductions to all staff and volunteers-
- Familiarised with the building
- Familiarised in safeguarding, health and safety, food safety, medication, first aid and fire procedures.
- Ensuring our policies and procedures have been read and are carried out and that staff have a clear understanding of how they influence practice
- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarising them with confidential information where applicable in relation to any key children.
- Details of the tasks and daily routines to be completed.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.
- The induction period forms part of the 3 month probationary period (for management positions this is 6 months). During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Managing staff absences and contingency plans for emergencies

- We are open all year round and the nursery manager organises staff annual leave so that ratios are not compromised.
- When staff are unwell we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary.
- We have contingency plans to cover staff absences: we have a 'pool' of suitable staff/volunteers who have current DBS checks and who are able to cover for staff absence at short notice.
- In the event that we are not able to find cover for staff absences the nursery will have to close to children and any staff who are in work will be assigned tasks in the nursery.

Training and staff development

At Alpha Nurseries Group we take care to carefully select our staff not only for their professional childcare qualifications and experience, but also for their personal qualities and their commitment to provide each child with quality care.

All staff are qualified to level 3 or working towards this qualification. A high proportion of our staff have higher qualifications e.g. Early Childhood Studies Degrees and Early Years Teacher Status (EYT's). The quality of our staff allows us to provide a consistently high standard of care and to provide children with a wide variety of stimulating learning experiences.

We expect all our staff to keep up to date with mandatory training courses and to keep themselves up to date with current developments in childcare. Each member of staff has a training plan in place. The manager keeps a record of all training undertaken and training booked and plans the training needs of all the nursery staff. Training needs are discussed as part of the appraisal and supervision process. Our nursery budget allocates resources to training.

We provide regular in-service training to all staff and volunteers; we have our own qualified and experienced trainers for First Aid and Safeguarding.

Other training is through the Early Years Team at County Council and through other external agencies. Advice may also be sought from the Early Years Advisory Teacher and Early Years Team.

Students

We recognise that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. We offer placements to students undertaking Early Years qualifications and for school pupils on work experience. We aim to provide experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

We require students on qualification courses to have a current DBS check. Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios. The needs of the children remain paramount, so we will not admit students in numbers that hinder the essential work of the nursery.

Schools placing students under the age of 17 years are asked to vouch for their good character. We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.

We have employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers. We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study. We provide students, at the first session of their placement an induction on how our nursery is managed, how our sessions are organised and our policies and procedures.

Special consideration for employees

We recognise that certain employees such as young persons, new and expectant mothers and persons with a disability require special consideration under The Management of Health and Safety at Work Regulations 1992 and the Equality Act 2010.

Any employee requiring special consideration will be assessed by the nursery manager and in conjunction with the individual on induction to the nursery or when their condition or disablement comes to light. The risk assessments relating to the occupation of such workers will be considered at these times and special measures such as training and supervision, arrangements, modifications, and medical surveillance if necessary will be agreed with the worker.

Further assessments and reviews will be carried out at least annually, or if and when any changes to the special circumstances or environment occur.

Capability, Disciplinary and Grievance procedure

Our Capability Policy, Disciplinary Policy and Grievance Policy are available on request.

At Alpha Nurseries Group we value our environment and in order to keep our earth safe and healthy for our children we closely monitor the management of our waste and its disposal in accordance with local authority requirements. In practice we aim to ensure our activities are designed to reduce adverse impact and educate children on the importance of caring for our environment. We will:

Reduce the amount of materials we use and waste we produce by:

- Using both sides of paper where appropriate
- Sending information electronically whenever possible
- Use energy saving light bulbs and switch off lights when they are not in use
- Not leaving electrical equipment on standby
- Turn off taps when we have finished
- Use energy saving cycles on the washing machine when safe and hygienic to do so

Reuse materials wherever possible

Restore resources instead of replacing where practical

Recycle

- Unwanted toys and equipment will be offered to other settings before being disposed of
- Each nursery will have a recycling box for paper and card
- Where appropriate we will compost food and garden waste
- We will recycle plastics, metals, glass, batteries, printer and toner cartridges where facilities exist

Respect

- Dispose of non-recyclable and hazardous waste in a safe and appropriate manner
- We will promote walking and cycling with parents and staff
- Staff attending training will be encouraged to car share when possible
- Use natural resources wherever possible
- We will discuss environmental issues with the children and support them to respect the environment

Staff are made aware of the need to minimise energy waste and the nursery uses appropriate measures as outlined above. Where age/stage appropriate, we help children to understand the importance of sustainable lifestyles including how to be healthy.

This policy has been written to safeguard children in relation to electronic communications of all types.

The Internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment. It is important for children to learn to be e-safe from an early age and the Alpha Nurseries Group 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

The appointed E-safety Co-ordinator is: _____

Procedures

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.

- Internet access for the children will be tailored for educational use and will include appropriate filtering.
- Staff will guide children in online activities that will support their learning.
- The Manager will ensure that the appropriate filters are applied to the PC, laptop and tablets within the setting.
- Different logon passwords for children and adults within the setting will be used.
- The Manager will check search histories at least weekly on all nursery computers and laptops.
- The company has the right to access any nursery computer or tablet at any time. Nursery computers can be accessed remotely by the company to check sites visited.

The Nursery Staff are responsible for:

- monitoring the websites being used by the children during Nursery sessions
- ensuring that material accessed by children is appropriate
- ensuring that the use of any Internet derived materials by staff or by children complies with copyright law
- ensuring that the Nursery Manager is informed immediately if staff or children discover unsuitable sites have been accessed on the Nursery PC or Laptop, so that the filters can be reviewed

The Internet is also used in the Nursery to support the professional work of staff, to allow effective planning and source resources. Staff may use the staff logon after their nursery sessions for this purpose and must ensure they logout immediately after they have finished. Unsuitable sites must NOT be accessed by staff. A breach of this policy will be considered to be gross misconduct by staff and will be dealt with accordingly.

Nursery Website

The point of contact on the Nursery website (www.alpha-nurseries.co.uk) will be head office. 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. Written permission from parents or carers for featuring their child on the website is requested before a photo is put on the website.

Managing e-mail

- Children will not have access to e-mail.
- The Manager and deputy manager will have a nursery email address; this address will not be used for personal e-mail.

On-line communications and social networking

- Each nursery has a Facebook page which is updated with information for parents or information for parents only.
- On-line chat rooms and social networking sites such as Facebook or Twitter will not be used at the settings.
- Staff will not discuss individual children or the setting on their personal Facebook, Twitter or any other social networking site.
- It is company policy that staff are not 'friends' with parents/carers on any social network site.

Mobile technologies

Mobile phones owned by staff members are stored in their lockers or office as designated by the manager.

Cameras and Tablets

- Photographs or videos of children must only be taken on nursery cameras or tablets.
- Nursery cameras including those on tablets are to be used for nursery purposes only and not to taken home for any reason.
- The cameras and tablets will be used inside the nursery rooms, in the outside area or on nursery outings only.
- The cameras will be stored in a locked cupboard.
- Photographs will be used for displays and observations and will remain within nursery premises.
- Photographs taken by parents at nursery events such as sports day & the Christmas concerts, should be for personal use only and MUST NOT be uploaded to social networking sites if the image contains children other than their own.

Handling of E-Safety Complaints

The nursery's complaint procedure will be followed in the event of any cases of e-safety misuse that arise. Any complaint about staff misuse of the internet must be reported to a member of senior management

See staff Mobile Phones, Social Network and Internet Policy for further guidance

Fire Safety, Critical Incident and Emergency Evacuation Policy

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. It is the duty of all employees, paid or voluntary, to co-operate in the implementation of this policy and to report to the manager any instances where the proper procedures are not being implemented e.g. wedging open of fire doors, escape routes obstructed by equipment or rubbish and the reporting of faulty electrical equipment.

We have procedures for fire safety and emergency evacuation and have appointed Fire Marshalls

Procedures

- A health and safety check will be carried out each day before the children arrive.
- Fire safety checks are completed weekly and monthly
- Fire doors and fire exits are clearly marked and never obstructed.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked regularly.
- Records are kept of fire drills and the servicing of fire safety equipment.
- The nursery operates a policy of no smoking which is strictly enforced.
- Sockets will be switched off and plugs removed when not in use; safety socket covers will be placed in all empty sockets.
- Clothing etc will not be placed on heaters.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are clearly displayed in the premises.
- The fire policy and procedures are explained to all new staff, students and volunteers.
- Building evacuation procedures are reviewed regularly.
- We have a fire safety risk assessment for the building which is reviewed regularly.
- We have monthly practice emergency drills so that in the event of a real fire or other emergency everyone is able to leave the building quickly and safely. These are undertaken on different days and at varied times to ensure all staff and children experience a fire drill.
- Appropriate registers **must** be maintained in accordance with the Arrivals and Departures Policy to ensure all children, staff and visitors can be accounted for in the event of an evacuation.
- Where babies are cared for in the nursery evacuation cots must be provided and regularly checked

Critical Incident

A critical incident is any dangerous occurrence - this may be an event that causes injury or fatalities or an event that does not cause an accident but could have done so, such as a gas leak. In the instance where evacuation of the nursery is required follow the evacuation procedure outlined.

We have ready access to telephone numbers for emergency services, including local police, and contact numbers for gas and electricity emergency services. We keep incident forms for recording incidents and emergencies, including those that are reportable to the Health and Safety Executive and Ofsted (see Accident and Incident Policy). These incidents may include:

- break in, burglary, theft of personal or the setting's property
- an intruder gaining unauthorised access to the premises
- fire, flood, gas leak or electrical failure
- abduction or threatened abduction of a child
- attack on member of staff or parent on the premises or nearby
- any racist incident involving staff or family on the centre's premises
- death of a child
- Terrorist attack or threat of one

In the event of any evacuation of the nursery premises due to fire or critical incident a member of senior management must be informed as soon as is practicably possible and copies of all associated paperwork sent to head office.

Procedure in the event of fire

The fire assembly point is:-

In the event of fire alarm:

- Evacuate the Nursery using the nearest available exit and KEEP THE CHILDREN TOGETHER.
- Ensure that anyone with mobility difficulties has been supported to leave the building
- Proceed to the assembly point.

If this is not suitable proceed to:

- DO NOT stop to collect personal belongings.
- The person in charge will ensure that all bodies have left the building, closing all doors and taking the register, visitors log, mobile phone and emergency folder with them.
- The person in charge will take a roll call to ensure that no-one has been left in the building.
- Wait for the emergency services and report any persons that may be unaccounted for
- After evacuating the building DO NOT enter until authorized by fire fighters or the person in charge.

If you discover a fire:

- Immediately raise the alarm by activating the nearest wall mounted fire alarm.
- All smoke or fumes of undetermined origin should be reported to the manager
- Follow the evacuation procedure outlined above

If you are unable to evacuate safely

- Stay where you are safe and keep low to the ground
- Keep the children calm and together
- Wherever possible alert somebody to your location and the identity of anybody with you

Snack and meal times are an important part of the nursery day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating and, at snack and meal times, we aim to provide nutritious food which meets the children's individual dietary needs. Food is important to children. Food is multicultural and children can learn about different ways to make, serve and eat different dishes. We encourage children to be involved in the preparation of snacks and the importance of hygiene whilst preparing snacks. Food activities/eating/play equipment is selected to give children opportunities to explore acknowledge and value similarities and differences between themselves and other cultures.

We provide and/or serve food and drinks for children at the following times: breakfast, morning snack, lunch, afternoon snack and tea. Drinking water is available to children at all times. We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food. We are registered as a food provider with the local authority Environmental Health Department. All staff receive mandatory training on Food Safety.

Healthy eating and drinking procedures

- During registration we find out from parents their children's dietary needs and preferences, including any allergies. We check regularly that our records are up to date.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We plan meals in advance and menus are displayed on the parent's notice board.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups: meat, fish and protein alternatives; dairy foods; grains, cereals and starch vegetables; and fruit and vegetables.
- Our daily menu will include a minimum of five portions of fruit and vegetables
- If grapes are offered these are **always** cut in half length ways to reduce the risk of children choking
- We follow a five week rotating seasonal menu.
- We encourage parents to input into our menu planning and welcome suggestions for different meals and snacks
- We limit fresh fruit to lunch and tea time to reduce the effect of acid on our children's teeth.
- We aim to include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We are a nut free nursery and take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- We make every effort to meet any dietary and cultural requirements in consultation with the parents / carers.
- A child will not be made to feel different because of their diet or allergy.
- Children are encouraged, as appropriate, to help with the preparation of snacks and meals.
- Meal and snack times are social occasions in which children and staff participate. Staff act as positive role models and demonstrate good table manners at all times
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- If children refuse food they will never be forced to eat. Children will be encouraged to try all food offered to them and allowed one portion of dessert. Where appropriate an alternative may be offered.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- If parents provide food for their children we inform them of the storage facilities available. We encourage parents to provide an ice pack in their child's lunch box to keep their lunch cool.
- To protect children with food allergies, we discourage children from sharing and swapping their food with one another. We offer parents information on healthy lunch choices and ask that they do not put items containing nuts in their child's packed lunch.

- We provide information on the 14 Allergens as identified by The Food Standards Agency and ensure these are noted or highlighted on our menus to ensure we are safeguarding children concerning their dietary needs. information on any allergenic ingredients used in our menu's to comply with the
- We have a no squash policy. If fruit juice is offered it should be diluted one part fruit juice to one part water and only served with meals
- Children are made aware that water is available at all times and they can ask for a drink whenever they require it. We have a water cooler in each nursery for children to use. Drinks of water are also offered regularly throughout the day and encouraged more frequently during hot weather.
- We provide full fat milk for under 2's and semi-skimmed milk for children over 2.
- For each child under two, we provide parents with daily written information about feeding routines, intake and preferences.
- Food is never used as a behaviour management tool for reward or punishment.
- Children may at times bring food into nursery to share for special celebrations. On these occasions the food will be sent home with each child to be consumed off the nursery premises at the parents discretion

Bottle feeding and sterilisation

- Babies milk will only be prepared in a designated milk preparation area used solely for that purpose
- Bottles of formula milk will only be made up as and when the child needs them. These should be cooled to body temperature (37C) and tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely
- Following the Department of Health guidelines, we will only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We will not use cooled boiled water and reheat http://www.unicef.org.uk/Documents/Baby_Friendly/Leaflets/start4life_guide_to_bottle_feeding.pdf accessed 06/10/2015
- Formula milk should be made up following the manufacturers guidelines provided on the tin
- Bottles and teats will be thoroughly cleaned with hot soapy water and sterilised after use (they will not be washed in the dishwasher)
- Bottles will be disposed of after two hours
- A designated area is available for mothers who wish to breastfeed their babies or who wish to express milk
- Labelled mother's breast milk will be stored in the back of the fridge, this will be warmed in hot water when required
- If dummies are used they will be cleaned and sterilised. This also applies to dummies which have been dropped
- All dummies will be stored in separate labelled containers to ensure no cross-contamination occurs
- Sterilisers will be washed out daily

Food hygiene procedure

The nursery manager/deputy manager, understand the principles of Hazard Analysis and Critical Control Point (**HACCP**) as it applies to a day-care nursery business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

- All staff follow the guidelines of *Safer Food Better Business* and will complete training as part of their induction
- At least one person on duty each day has an in-date Food Hygiene Certificate.
- Daily opening and closing checks on the kitchen to ensure standards are met consistently.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc. are clean and stored appropriately.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.

- All equipment must be used according to manufacturer's instructions and checked regularly to ensure that it is functioning correctly. Any slight electrical shocks received from the equipment must be reported immediately.

Purchase, Storage and Preparation of Food – Safer Food, Better Business: Management section

- We use local reliable suppliers for the food we purchase. Information of the suppliers is recorded in The Safe Food Better Business folder.
- Fridge and freezer temperatures are monitored and recorded daily.
- The refrigerators must be cleaned weekly or more often if needed and the details recorded.
- Food preparation areas are cleaned before use as well as after use.
- Food and food only, must be stored in areas designated specifically for that purpose.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould. Cold food must be kept at a temperature of below 5 degrees C.
- All foods must be stored under conditions that will prevent their deterioration. Instructions on the label, if present, should be followed.
- Signs of any type of pest infection must be reported to the nursery manager immediately.
- Food must be thoroughly cooked and the appropriate minimum temperature/duration combination checked and recorded in accordance with safe methods
- Any food or liquid spillage must be cleaned up immediately
- Food not eaten at the meal for which it was prepared must not be kept.
- Waste food is disposed of daily.
- When children take part in cooking activities staff will: explain simple hygiene rules; supervise them at all times; and keep them away from hot surfaces, electrical appliances and hot water.

Cleaning the Kitchen – Safer Food, Better Business: Cleaning section

It is important that the kitchen is kept clean and tidy at all times.

- Put all food away before cleaning so it does not come into contact with cleaning agents.
- All electrical equipment must be switched off and the plug removed from the power source when it is being cleaned or not in use.
- All equipment and working surfaces must be kept in a clean and hygienic condition.
- Cleaning chemicals should be used at the prescribed dilution rate.
- Sinks that you do washing up in must be kept clean.
- Hand washing sinks are for hand washing only.
- Where a dishwasher is available this must be used and maintained in line with directions

To clean things properly you need to follow four different stages:

- **Pre-clean** - brush away any food debris.
- **Main clean** - use clean hot water and detergent making sure you get into difficult areas.
- **Rinse** - use clean hot water and a clean cloth.
- **Drying** - leave to dry naturally.

Cleaning chemicals used will be included in the Control of Substances Hazardous to Health risk assessment, stored safely and safety data sheets held on the premises.

Personal Hygiene – Safer Food, Better Business: Working with food? What you need to know before you start

All employees, paid or voluntary, who handle food, have a responsibility to:

- Maintain a high standard of personal hygiene.
- Adhere to the nursery's no smoking policy.
- Refrain from handling food when they are suffering from an infectious disease or have boils, ulcers, cuts or rashes, diarrhoea, eye, ear or throat infection.
- Report shortcomings to the manager, e.g. faulty or damaged equipment.
- Wash hands before preparing food or drink.

- Adhere to the nursery's Health and Safety Policy.

Reporting of food poisoning – Safer Food, Better Business: Cross Contamination section

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable. Where two or more children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning the manager will contact Ofsted, the Environmental Health Department and the Health Protection Agency, to report the outbreak as soon as is reasonably practicable but within 14 days. A senior manager for Alpha Nurseries Group must be informed as soon as possible and copies of all reports sent to head office.

The health and safety of the children in our care is of paramount importance. We aim to make our nursery a safe and healthy place for children, parents, staff and volunteers by making everybody aware of health and safety issues and by assessing the risks and minimising hazards. The Health and Safety at Work etc Act 1974 outlines our legal responsibilities with due regard to the health and safety of the nursery environment. As required we have public liability and employers' liability insurance, copies of which are displayed in the nursery.

The health and safety of the nursery is a shared responsibility, any concerns around health and safety should be raised with the nursery manager immediately. Failure to do so could result in disciplinary action. We have a named person who is responsible for health and safety and is competent to carry out these responsibilities and their knowledge and understanding of health and safety matters is regularly updated.

The named person at the nursery is: _____

Procedures

- Induction training for staff, volunteers and students includes a clear explanation of health and safety issues and their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- Health and safety training is included in the annual training plans of staff, and health and safety is on the agenda at every staff meeting.
- Children are made aware of health and safety issues through routines, discussions and activities.
- Low level windows are made from materials that prevent accidental breakage.
- Precautions are taken to prevent children's fingers from being trapped in doors.
- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.
- Lighting and ventilation and temperature (minimum 16°) are adequate in all areas including storage areas.
- The premises and equipment will be clean and maintained in a suitable state of repair.
- The rooms will be for the sole use of the nursery children during the hours of operation.
- There will be access to a telephone at all times.
- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Heaters, electric sockets, and leads are properly guarded and the children are taught not to touch them.
- Door finger guards are fitted to all doors and checked for wear and tear regularly
- Heaters are checked daily to make sure they are not covered.
- The temperature of hot water is controlled to prevent scalds.

Risk assessment

We follow the Health and Safety Executive (HSE) 5 steps to risk assessment guidance. Our risk assessment process covers all aspects of the environment, activities, resources, people and COSHH and they are monitored and reviewed at six month intervals (minimum). Staff, children and parents are all consulted on the risk assessment review process to ensure shared understanding and commitment to maintaining a safe environment within the nursery. Risk assessments include:

- Identification of risk: Where is it and what is it?
- Who is at risk: childcare staff, children, parents, cook, cleaner etc.?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?

Daily health and safety check

The most senior member of staff on duty is responsible for ensuring completion of a health and safety check at the beginning of the day before the children arrive, and at the end of the day before the nursery closes. This includes the indoor and outdoor areas and anything specific identified from the risk assessment process. These are all documented and copies are kept in a folder for future reference. Any concerns or issues are reported to the manager, who will contact the relevant person or agency.

Hygiene

- We keep up-to-date with the latest recommendations from the Environmental Health Department and the Health Authority.
- Our daily routines encourage the children to learn about personal hygiene.
- The nursery is cleaned daily to our cleaning schedule which includes the play room, kitchen, sleeping/rest area, toilets and nappy changing areas.
- Resources, equipment and furnishings are cleaned regularly.
- Sterilisation charts are used to ensure toys are cleaned on a monthly basis.
- Tables are cleaned between activities.
- Staff wear protective clothing as appropriate; such as aprons and disposable gloves.
- Staff are expected to observe good personal and environmental hygiene practices.
- Rubbish is disposed of into appropriate bags/containers provided, particularly where broken glass or dangerous waste is concerned
- Spillages, debris, litter etc. are cleaned up as soon after the occurrence as possible.

Toilets

There is at least one toilet and one wash hand basin with hot and cold water available for every 10 children over the age of 2 at the Nursery. The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies. The toilets are cleaned daily by the cleaner and maintained throughout the day by the staff at regular intervals. There is a separate toilet available for the use of staff.

No smoking Procedures

The nursery is a non-smoking environment both indoors and outdoors. All staff, parents and volunteers are made aware of our No-Smoking Policy and we display no-smoking signs. Staff who smoke do not do so during working hours unless on a break and off the premises. They will make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

Activities and resources

Activity areas are set to at least the minimum space as required by Ofsted and include a quiet area where children can relax or play quietly which is equipped with appropriate furniture. The layout of the play areas are large enough to give scope for free movement and well spread out activities and allow adults and children to move safely between activities. Physical play is constantly supervised and we encourage children to manage risks safely.

All equipment is regularly checked for cleanliness, faults and safety and any dangerous items are repaired or discarded. We adopt a 'tidy as you go' ethos and support children to respect, value and take care of the toys and resources. Before purchasing new items they are checked to ensure that they are safe for the ages and stages of the children currently attending the nursery and conform to BS EN 71 requirements for toy safety. Adequate storage space for equipment is available and all resources and materials from which children select are stored safely. All materials used are suitable for play and are non-toxic. Children are taught to handle and store any tools safely.

Outdoor area

The outdoor area is securely fenced and is safe and well maintained. It is checked for safety and cleared of rubbish before it is used. Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides. Where water can form a pool on equipment, it is emptied before children start playing outside or carefully supervised as appropriate. Our outdoor sand pit is covered when not in use and is cleaned regularly. Children are supervised at all times whilst outside.

Water safety

Water activities are very popular and can give considerable enjoyment and the ability to learn through play. Great care is taken to ensure the safety of the children and water play is supervised at all times. The water temperature is checked and monitored; aprons spare clothing, and towels are available. Where water collects in upturned receptacles in the outdoor area these will be emptied prior to children accessing the outside to prevent the risk of Legionnaires Disease

Animals

At nursery we love our pets, we believe that children can learn a lot from having contact with animals and they can help some children to settle. However certain procedures must be followed to ensure the safety of both the children and the animal.

- Children will be supervised at all times whilst handling animals
- Children will be encouraged to treat all animals with respect, learning how to handle them correctly.
- Children will be made aware of hygiene when touching animals and must wash their hands after any contact with animals. Hand gel will also be available.
- Children will be taught that not all animals are child friendly and that they should always check with the animal's owners before attempting to stroke or handle them.
- Food for the pet will be stored safely away from the children's reach.
- The animal will be cared for by the nursery staff that will be aware of their needs and appropriate veterinary advice sought as necessary.
- A risk assessment will be carried out prior to having animals at nursery and reviewed regularly.
- Any child animal allergies will be reported on the child's registration form and displayed on the allergies list and all staff will be informed.
- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner at all times and a risk assessment will be carried out detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.
- Before a visit to a site with animals a risk assessment will be carried out; this will take account of safety factors listed in the site's own risk assessment which should be viewed.

Safety of adults

We have a moral and legal responsibility to its staff, volunteers and students to reduce the risk of injury at work.

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment, and are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed regularly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health (COSHH) - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. We keep all chemicals in their original containers and out of the reach of children
- Appropriate personal protective equipment (PPE) is provided

- The staff maintain responsibility for ensuring the staff room is kept to a clean and tidy standard

Manual handling

All employees may from time to time have to lift or handle some objects. Firstly consider whether it is necessary to lift the object, consider if there are any alternatives and if you are at all unsure do not attempt to lift. It is important to note that the handling of loads applies to lifting, lowering, carrying, pushing, pulling, holding or moving by bodily force any discreet moveable object including a person. You are responsible for your own safety and for the safety of those you work with. If you decide to proceed the correct way to lift is as follows:

- Keep the back straight.
- Place the feet slightly apart.
- Bend the knees.
- Grip firmly with palms, not fingertips, lift slowly holding the object as closely to your body as possible.
- Do not twist the body during the lifting procedure

Refer to the Accident, Incident and First Aid Policy for directions on reporting serious accidents and injuries.

For further information and advice refer to the HSE website
<http://www.hse.gov.uk/>

We take great care to provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued. We treat all children and adults as a person in their own right, with equal rights and responsibilities to any other individual. We value diversity and are committed to anti-discriminatory practice and equality of opportunity for all children and families. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, pregnancy or maternity, ethnic or national origin, or political belief has no place within this nursery.

We promote equal access to all our services by taking practical steps, wherever possible and reasonable, such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families. Inclusion and diversity is a thread, which runs through the entirety of the nursery. We provide positive role models and non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people. We do this through the use of toys, books, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour.

We aim to continually improve our knowledge and understanding of issues of equality, inclusion and diversity. Our practice is monitored and regularly reviewed to ensure our policies and practices are effective and non-discriminatory.

If anyone believes that this policy is not being upheld, it is their duty to report the matter to the attention of the nursery manager or a member of senior management immediately. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and we will take action against any discriminatory behaviour by staff or parents.

Our named Equalities Coordinator (SENCo) is: _____

The legal framework for this policy is based on:

- Equality Act 2010
- Children Act 2004 & 1989
- Care standards Act 2002
- Childcare Act 2006
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 2014
- Human Rights Act 1998
- Disability Discrimination Act 1995 & 2005
- Race Relations Act, 1976, Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Employment Equality (age) Regulations 2006

Admissions /service provision

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy. We will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Wherever possible a nursery place will be provided for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care

Staff and recruitment and training

- It is the policy of the nursery not to discriminate in the treatment of individuals.
- All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies.

- All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in this policy.
- We recruit, select, train and promote individuals on the basis of the job requirements.
- Management will ensure that no job applicant or employee will receive less favorable treatment on the grounds of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation and pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training
- All members of the selection group will be committed to inclusive practice as set out in this policy and will have received appropriate training.
- Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate against the grounds specified in the policy statement.
- At interview, no questions will be posed which potentially discriminate against the grounds specified in the statement of intent. All candidates will be asked the same questions, and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process.
- The applicant who best meets the criteria is offered the post, subject to references and DBS check.
- Candidates will be given the opportunity to receive feedback on why they were not successful.
- All staff are expected to participate in inclusion, equality and diversity training on an annual basis.
- We ensure staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

Early learning environment

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals that are relevant to the children in our setting
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to the early learning opportunities and are supported in their learning.
- Making our environment is as accessible as possible for all visitors and service users. If access to nursery is found to treat disabled children or adults, or other community groups, less favourably then we make reasonable adjustments to accommodate their needs. We can do this by making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Ensuring each child receives the widest possible opportunity to develop their skills and abilities by offering a curriculum that is inclusive to all children and which can be differentiated to meet children's individual needs and learning style.
- We believe dressing up encourages children's creativity and imagination. We encourage all our children to make full use of our role play clothes avoiding stereotypes.

Protection for lesbian, gay, bisexual and trans people

- We take bullying very seriously (see policy Achieving Positive Behaviour).
- We work closely with parents and staff to continually improve our anti-bullying programme aimed at tackling homophobia and trans phobia behaviours.

- Bullying and harassment by child to child or child to adult is not tolerated.
- If a staff member made an unacceptable comment to a child or another adult they will be subject to disciplinary procedures and further training on inclusion.
- Parent's comments will be challenged by staff members. If it continues a meeting will take place between the parents and manager.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life.
- We encourage parents/carers to take part in the life of the nursery and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families and offer advice on sources of financial support.

Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. We encourage parents to input into nursery menu planning and value new ideas and suggestions. We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

Meetings are arranged to ensure that all families who wish to *may* be involved in the running of the nursery. Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Equality Action Plan

We will complete an equality action plan for the nursery and this will be reviewed alongside our Self Evaluation Form on a termly basis. The equality action plan will outline the steps we will take to ensure that there is equality for groups with protected characteristics and barriers are identified and removed to support this.

Late Collection and Uncollected Child Policy

If a child is uncollected at the end of the day familiar staff will stay with the child to ensure that the child receives a high standard of care in order to cause as little distress as possible. If parents are running late we ask them to contact us as soon as possible to advise of their situation. The manager and one other member of staff who is known to the child will stay behind with the child (if it falls outside normal operating hours). During normal operating times, staff ratios must be met and planned for accordingly

If the parent/carer arranges for someone else to pick up the child then they must give a full description of their appearance and there must be a password agreed. The child will not be released until the staff have checked this information and are satisfied that the child is in safe hands. If there is any uncertainty staff should make further checks by telephoning the parent / carer. Once the child has been signed out the staff will not have responsibility for that child.

In the event that a child is not collected by an authorised adult at the end of a session/day staff will:

- Call the parents/carers and if there is no answer then the emergency contact numbers will be contacted.
- Staff will continue trying to make contact.
- After 30 minutes if no contact has been made Social Care will be called.
- Staff will follow the advice given by Social Care and stay with the child until suitable collection arrangements have been made
- Under no circumstances will staff go to look for the parent, or take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Ofsted may be informed.

Late collection charge

Please be aware that when parents or carers are persistently or routinely late collecting children then we reserve the right to apply a late collection charge of £10 for the first 15 minutes and, and then £5 per 15 minutes after this. This applies at the end of all booked sessions. If late collection is a regular occurrence this will be addressed by the Nursery Manager

Local contact numbers

- Ofsted: 0300 123 1231
- Social care:

We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential. We place emphasis on promoting children's right to be strong, resilient and listened to.

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

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

Nursery Placements

We do not offer placements for babies and children under two years who are in care except in exceptional circumstances. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.

We offer places to two year old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.

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

We will always offer other services such as 'stay and play' provision for a baby or child who is still settling with their foster carer, or who is only temporarily being looked after.

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

Procedures

- The designated person for looked after children is the Designated Safeguarding Lead (DSL)
- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies and professionals involved with the child and his or her family and 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 carer's role in relation to the setting without prior discussion and agreement with the child's social worker.

- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This care plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

The Care Plan

This will consider such issues for the child as:

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

In addition the care plan will also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored.
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed.
- What written reporting is required.
- Wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning.
- 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-days etc. alongside the foster carer.

Settling in

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

In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support. Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage areas of learning.

Children's health and well-being are of utmost importance to us at Alpha Nurseries Group. We ask parents to keep their children at home if they are ill or have an infectious disease, and to inform the nursery as to the nature of the illness or infection. This will allow the nursery to inform other parents as necessary. If a child becomes ill while at nursery, staff will call the parent/carer to collect the child from Nursery.

Parent/ carers are asked at registration if their child has any medical needs and a care plan will be completed if required. It is the parent/carers responsibility to ensure that this information is kept up to date.

Medication procedures

If possible we would ask parent/carer to administer the medication themselves. If this is not practical nursery will administer medication while following the Medication procedure below. **All medication must be handed to a member of staff and not left in a child's bag.**

The key person is responsible for the administration of medication to their key children, in their absence this will be done by the buddy key person or most appropriate person.

This includes ensuring that parental consent forms have been completed, that medicines are stored correctly and that records are kept according to the following procedures:

- The parent/carer must complete a medication form. No medication can be given to a child without the written permission of a parent/carer.
- Medication must be prescribed by the child's GP doctor, dentist, nurse or pharmacist and be in the original bottle, labelled with the child's name and the dosage and be in date. When we use the word 'prescribe' we mean medicine that is recommended.
- There must be an accepted health reason to give medication.
- All medication is kept in a locked medicine cabinet in the kitchen, or in the fridge.
- Medication for use in an emergency such as an asthma inhaler or epipen will be kept in the child's base room in a safe place out of sight and reach of the children. This also applies to staff
- Children taking prescribed medication must be well enough to attend the nursery. If a child is on prescription medicine the child must have had 48 hours at home before returning to Nursery.
- Before giving a child medication the name, date and dosage on the medication is checked by another member of staff.
- When medication is given it will be recorded on the medication form and witnessed by a second member of staff.
- The form will be signed by the parent/carer at the end of the session.
- The medication will be sent home after each session.

The legal guidance allows us to give over-the-counter medication such as pain and fever relief, nappy cream or teething gel. However, we must have written permission beforehand from parents and follow the same recording procedures as those for prescribed medication. We can only give medication when asked to do so by a parent and if there is an accepted health reason to do so.

If a child becomes unwell at nursery and develops a high temperature, with verbal consent (by telephone) of the parents we can give Calpol. This is to prevent febrile convulsion and where a parent or named person is on their way to collect the child and prior written consent has been obtained at registration. The nursery will hold a supply of Calpol on the premises which will be routinely checked to ensure it is in date. Alternative methods such as removing excess layers of clothing will always be tried before administering Calpol.

Long term medication

If a child has long term medication a care plan and medication form will be completed by the parent and a risk assessment form if required. All forms will be kept in a folder and stored securely for future reference. If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Where ever possible medication should be kept at nursery i.e. if a child requires an asthma inhaler an inhaler should be kept at nursery. Medication will be checked regularly to ensure it is still in date

Procedures for children with allergies

We have a dedicated Allergy and Allergic Reaction Policy which outlines the steps we take to prevent and/or minimise allergic reactions.

We are a nut free nursery and all 14 common allergens contained within our menus are identified. Please see our Food and Drink Policy for further guidance.

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

Procedures for children who are sick or infectious

If children appear unwell during the day the nursery manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.

- The nursery will have a digital thermometer with single use, disposable ear covers to check the temperature of a child that appears unwell. Temperatures will be recorded on a Temperature Record Sheet and appropriate actions taken including informing parents/carers
- If a child has a temperature, they are kept cool, by removing top clothing and sponging their head with cool water, but kept away from draughts
- If a child has sickness or diarrhoea whilst at nursery they will be cared for by their key person or most appropriate alternative away from the other children. The nursery will be thoroughly cleaned with antibacterial cleaner to minimise the risk of spreading to other children
- Parents are asked to take their child to the doctor before returning them to nursery; the nursery can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the nursery.
- Parents and carers are asked not to bring into the nursery any child who has been vomiting or had diarrhoea until 48 hours after the last attack.
- There is chart on the notice board containing information of diseases/illnesses. The information includes the signs and symptoms, incubation period and length of time needed away from the nursery.

Infection Control

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.

The best way to prevent a virus or infection from moving around the nursery environment is to maintain high hygiene standards in the nursery. To do this we will follow the guidance below:

- 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 or use antibacterial gel 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
- Staff will all 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
- All potties and changing mats are cleaned and sterilised after each use
- Toilets are cleaned at least daily and checked throughout the day

- Staff are to 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
- All toys, equipment and resources will be cleaned on a regular basis by following a comprehensive cleaning schedule and using antibacterial cleanser or through washing in the washing machine
- All equipment used by babies and toddlers will be washed or cleaned as and when they need it – this includes when the children have placed it in their mouth
- Dummies will be stored in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- If a dummy or bottle falls on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary
- Individual bedding will be used by children and labelled. This will be washed at least once a week and not used for any other child
- Parents and visitors will be required to remove all outdoor footwear when entering rooms where children may be crawling or sitting on the floor
- All staff and children will be required to wear specific indoor shoes or slippers whilst inside the rooms, where applicable
- The nursery manager or most senior member of staff on duty 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.

HIV/AIDS/Hepatitis

- HIV virus and other viruses such as Hepatitis (A, B and C) are spread through body fluids.
- Single use non-powdered vinyl gloves and aprons are worn when changing children's nappies and clothing that are soiled with blood, urine, faeces or vomit.
- Soiled clothing is rinsed and bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.

Immunisation

We recognise, where possible, that children are vaccinated in accordance with the government's health policy and their age. If children are not vaccinated, it is the responsibility of the parents to inform the nursery to ensure that children/staff/parents are not exposed to any unnecessary risks of any sort. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

Parents need to be aware that some children may not be vaccinated in the nursery. This may be due to their age, medical reasons or parental choice. Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer.

Information regarding immunisations will be recorded on children's registration documents and should be updated as and when necessary, including when the child reaches the age for the appropriate immunisations.

Reporting of 'Notifiable Diseases'

If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency. When the nursery becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

Children's safety is maintained as the highest priority at all times both on and off premises. Great care will be taken to ensure that this policy does not need to be enforced.

In the event of a child going missing on the premises the following action should be taken:

- The manager must be informed immediately, who will ensure all staff are aware.
- A thorough search of the nursery will take place, followed by a search of the surrounding area.
- Ensure all other children remain supervised, calm and supported.
- Check doors and gates to see if there has been a breach of security where a child could wander out.
- Carry out a headcount to ensure that no other child has gone astray.
- The manager will carry out a second search of the area
- If the above steps do not locate the child the parent / carer and the police must be informed.
- The manager will meet the police and parents.

In the event of a child going missing during an outing, the following action should be taken:

- Inform the member of staff in charge immediately who will establish where the child was last seen, and alert everyone of the situation.
- Carry out a headcount to ensure that no other child has gone astray.
- A thorough search of the area should be carried out.
- A member of staff must retrace their steps back to the last meeting point.
- If appropriate, on-site security will also be informed and a description given
- If the above steps do not locate the child the parents/carers and the police must be informed.
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children.
- Staff from the nursery will be sent to assist the safe return of the other children where appropriate
- At least one member of staff will remain at the scene whilst others return to the nursery with the children. This member of staff will continue searching.
- The remaining member of staff will meet the police and parents when they arrive at a designated point.

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

After the incident

Any incidents must be recorded in writing as soon as practicably possible.

The following people must be informed:

- The Director of Nurseries – 07976 208232
- Ofsted – 0300 123 1231
- RIDDOR - www.hse.gov.uk/riddor 0845 300 9923
- The insurance provider.

With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience, management will provide this. The nursery manager needs to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable. Staff must not discuss any missing child incident with the press without taking advice.

Investigating the incident

A full investigation will take place with written statements taken from all the staff in the room or who were on the outing. The nursery manager together with a representative from Alpha Nurseries Group will speak with the parent / carers.

An incident report will be written detailing:

- The date and time of the report.
- What staff/children were in the group and the name of the staff designated responsible for the missing child.
- When the child was last seen in the group/outing.
- What has taken place in the group or outing since the child went missing.
- The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- Risk assessments will be reviewed following any incident of this nature.

If the incident warrants a police investigation, all staff will co-operate fully. Social Care may be involved if it seems likely that there is a child protection issue to address.

Nappy Changing and Toileting Policy

All of our staff have enhanced Disclosure and Barring Service checks in accordance with our Safeguarding Children Policy. Only members of staff or the child's parent/carer may change a child's nappy or take a child to the toilet. Nappy changing and toileting should be relaxed and a time to promote independence and good hygiene practices in young children.

Nappies

Nappies and wipes are provided by the nursery. Children who are only accessing their free entitlement at the nursery will be required to provide their own nappies and wipes. All parents are asked to provide any creams their child may need, these will be clearly named and kept in the nappy changing area. Parents are also asked to provide a change of clothes; these will be kept in the child's bag on their coat peg.

- Where possible children will be changed by their key person
- Children in nappies will be changed when necessary and regularly checked so that they remain comfortable and to avoid nappy rash
- Staff must wear an apron and disposable gloves provided
- Staff must wash their hands after changing a nappy or use antibacterial hand gel
- Children should never be left unattended when having their nappy changed
- The nappy changing surface must be cleaned with antibacterial spray after each use
- Nappies should be disposed of hygienically in the nappy bin provided
- All nappy changes must be recorded on the nappy changing list kept in the nappy room
- A nursery supply of Sudocrem will be available and parents will be asked to sign a permission form at registration for use if required unexpectedly
- Babies and young children should be helped to wash their hands after a nappy change and there should be soap and towels to hand
- Any clothes that have been wet or soiled are rinsed and bagged for the parent to take home

Toileting

We work with parents towards toilet training at a time that is appropriate for individual children, taking account of any medical, developmental or other factors relating to the individual child and family. We have small children's toilets at nursery and potties. Toilet training is a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of the nursery staff.

A child's key person or buddy key person will support the child with toileting and changing their underwear and clothes if necessary.

- Young children are encouraged to take an interest in using the potty or toilet; they may just want to sit on it and talk to a friend who is also using the potty or toilet
- Young children should be helped and encouraged to wash their hands after using the potty or toilet
- Children access the potty or toilet when they have the need to and are encouraged to be independent
- All potties must be emptied and cleaned with antibacterial spray after every use
- Staff must wear an apron and disposable gloves provided when changing a child and wash their hands afterwards
- Underwear or clothes that have been wet or soiled are rinsed and bagged for the parent to take home

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

No Smoking Policy

Alpha Nurseries Group operates a strict no smoking policy in line with current legislation. We ensure that children have a completely smoke free environment. This includes e-cigarettes.

Any staff members who do choose to smoke are only permitted to smoke off the premises at permitted break and lunch times. This includes external grounds and car parks.

If a Parent/Carer comes into the setting smoking they will be asked to extinguish their cigarette before entering the premises.

Health and Hygiene is extremely important and we are aware of the risks of passive smoking; so we ask that staff members who do wish to smoke, not smoke whilst in their uniform. Any staff member who smells of smoke will be asked to change their clothing/uniform before entering rooms where children are. After smoking staff are required to thoroughly wash their hands and ensure good oral hygiene.

Any employee found to be in violation of any portion of this policy will be subject to disciplinary action, up to and including termination of employment.

Outdoor Play and Protection from the Weather Policy

We value the importance of outdoor play as an intrinsic part of our curriculum. The outdoor area is an extension of the indoor area where children have opportunities for doing things in different ways and on different scales and to explore the world around them. It offers children freedom to explore, use their senses and be physically active and exuberant. We believe the outdoor environment has a positive impact on the children's sense of well-being and helps all aspects of the children's development. The curriculum guidance for the Early Years Foundation Stage (EYFS) actively promotes playing outdoors.

We will provide adequate equipment to ensure that children are both safe and healthy whatever the weather to enable the children to play and enjoy the inside and outside environment / facilities on a daily basis.

We aim to provide a safe, stimulating outdoor environment where space is used effectively to enable children to explore a broad balanced curriculum using a range of interesting resources suitable to their individual needs. We aim to provide free-flow outside play every session where all areas of provision are reflected and take into account the children's interests.

In order to achieve this we:

- Complete a full risk assessment before the children have access to the outside area.
- Supervise children at all times whilst outside. A member of staff is deployed on outside play throughout the session. This staff member observes the flow of children and calls for extra support when needed.
- Ensure the outdoor area is safe, secure and well maintained.
- Have open door access at all times apart from breakfast, lunch and tea.
- Use the garden as a natural resource for learning and extend indoor play outside.
- Provide large equipment for physical play and provide opportunities for children to develop their large motor skills.
- Ensure that the area offers children the opportunity to investigate and explore, problem solve, mark make, and use their imagination and creativity.
- Give children the opportunity to have ownership of the garden by involving them in planning.
- Help children to care for and respect the outdoor environment, care for living things, and appreciate the natural world.
- Use tools safely and effectively and follow safety rules.
- Take into account children's interests and be responsive to their learning experiences
- Allow children to expand on their interests, make choices and have freedom to explore.
- Encourage children to be independent and learn to tidy the equipment after use
- Allow children to experience all types of weather, ensuring they have with appropriate clothing.

How we protect children from the weather:

- When the temperature is extremely hot it is monitored by the staff and they will decide daily whether the children need to stay indoors for their own safety. If the temperature is extremely hot and the Met Office UV rating is above 5 children will be limited to playing out before 11am and after 3pm.
www.metoffice.gov.uk
- We encourage all children to wear a hat, preferably legionnaire style, while playing outside in the sun.
- We ask parents to provide a named sunhat but we have a supply of spare hats available.
- We will apply broad spectrum sunscreen (min. factor 30) to all children before they can access the outside area. This will be applied at least 30 minutes before going outside.
- We support older children to apply their own sun cream to promote independence and develop self-care skills
- Babies under six months old will not be out in direct sunlight
- When registering their child parents sign to give permission for sun cream to be applied.
- Staff will check to see if a child is allowed to have sunscreen before applying and will wash their hands in-between applying sunscreen to each child.
- We ask parents to provide a bag with seasonally appropriate spare clothing and have spare clothes available to lend to children.

- We make sure that children have adequate access to fresh drinking water and encourage children to drink regularly to stop dehydration.
- We teach children about being healthy including about the weather and appropriate clothing.
- In wet weather children will be provided with welly boots and waterproof clothing before using the outdoor area
- In snow and/or icy weather children will be well dressed in warm clothing and time outside will be monitored to ensure children do not become too cold
- The building is maintained to a comfortable temperature, if the temperatures become uncomfortably hot or cold then the decision will be made of whether to close for the day.

Children benefit from being taken out of nursery to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences, we have the following procedures in place to keep children safe on outings:

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting. Parents are asked to sign specific consent forms before major outings.
- An outings form must be completed. This includes a risk assessment, route plan and a checklist.
- Staff ratios must be maintained and will be higher than normal.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children. Where possible at least 3 adults will go on the outing.
- A first aider must be present on the outing.
- Named children are assigned to individual staff or volunteers.
- There is an outings bag which must be taken on any outing. This contains all children's contact numbers, mobile phone, first aid facilities, and all necessary items needed.
- The children must be counted before setting off, on-going throughout the trip and before returning back to the nursery.
- A label must be attached to each child showing the name and telephone number of the nursery and nursery mobile number.
- Meeting points must be pre designated and adhered to.
- Toilet facilities must be provided for the children at regular intervals. Spare clothes and nappies should be available.
- Food and drink must be provided at similar times to that provided at nursery. Additional drinks should be offered especially if it is hot or the children are taking part in energetic activities.
- When the outing has finished the outing should be reviewed, with particular note to the suitability of the venue, any problems with transport, and what children particularly enjoyed or disliked about the outing.

Walking

- Have a list of the children's names and the total number of children.
- Where possible use road crossings. Staff should make sure that the road is clear and safe before allowing children to cross.
- Staff will promote safety awareness.
- Staff members and adults must position themselves between the children at regular intervals making sure someone is always at the back and the front.

Use of vehicles for outings

- Parents will be informed in advance of any visits or outings involving the transportation of children away from the nursery.
- When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked.
- The nursery vehicle is to be kept in proper working order, is fully insured for business use and is protected by comprehensive breakdown cover.
- All vehicles used in transporting children are properly licensed, inspected and maintained. Regular checks are made to the nursery vehicle e.g. to tyres, lights, etc. and a log-book of maintenance, repairs and services is maintained.
- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts
- Staff will ensure seat belts, child seats and booster seats are used and that maximum seating is not exceeded.
- The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

- When we use a mini bus, we will check that the driver is over 21 years of age and holds a P.V.C. driving license. This entitles the driver to transport up to 16 passengers
- When children are being transported, there will always be at least one adult in the vehicle, excluding the driver. If using a coach staff must position themselves throughout the coach.
- No child will be left in a vehicle unattended
- The vehicle must come to a stop or park where children can disembark directly onto a path or safe area.
- Records are kept of the vehicles used to transport children.

In the event of a child being lost, the Missing Child Policy will be followed.

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

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. Some parents are less well represented in early years settings, including fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we aim to ensure all parents are included.

'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.

In England and Wales, if the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent. This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. A father, however, has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- *by jointly registering the birth of the child with the mother (from 1 December 2003)*
- *by a parental responsibility agreement with the mother*
- *by a parental responsibility order, made by a court*

<https://www.gov.uk/parental-rights-responsibilities/who-has-parental-responsibility>

Procedures

- The manager, key person, or buddy is always available for discussion with parents. An appointment can be made if preferred.
- We inform all parents about how the nursery is run and its policies through written information and regular informal communication and check to ensure parents understand the information given to them.
- We encourage and support parents to play an active part in the nursery.
- We offer parent's evenings/days on a termly basis
- Parents and carers are always welcome to come into nursery and play with their child.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the setting.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We aim to ensure that all parents are included, using different strategies for involving all parents.
- We inform all parents on a regular basis about their children's progress
- We offer parent's evenings/days on a termly basis
- We involve parents in the shared record keeping about their children - and ensure parents have access to their children's written records – 'My Learning Journey'.
- Information about a child's day is available to parents on a daily basis either verbally or in the child's diary.
- We provide opportunities for parents to learn about the curriculum offered in the nursery.
- We encourage all parents to contribute to policy review and the Self Evaluation Form for the setting
- Regular newsletters are written to keep parents up to date with any information about the nursery.
- If we have a concern about a child during the day every effort will be made to contact the parent / carer or their emergency contact.

- Parents are asked to keep us informed about any changes to personal details such as change of address, phone numbers, Doctor, emergency contact details, medical or dietary needs. We check and update personal details on a regular six monthly basis
- Parents are asked to keep us informed of any circumstances which may affect a child's emotional wellbeing, this information will be kept confidential and treated on a strict need to know basis.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for complaints or suggestions and check to ensure these are understood.

Alpha Nurseries Group have a responsibility for the welfare and well-being of all children in our care and we have robust procedures in place to keep them safe and protect them from maltreatment. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. We will work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life.

We will follow the advice and procedures of our Local Safeguarding Children Board (LSCB). A copy of “What to do if you’re worried a child is being abused,” has been produced by the Department of Health in collaboration with a number of other government departments, including Ofsted and is available in all settings.

Practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff will often be the first people to sense that there is a problem. They may well be the first people in whom children confide about abuse. This policy lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to welfare issues including physical, sexual, emotional abuse or neglect.

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the other nursery policies and procedures. Should anyone believe that this policy is not being upheld; it is their duty to report the matter to the nursery manager or a member of senior management at the earliest opportunity.

The legal framework for this policy is based on:

- Children Act 1989 & 2004
- Working Together to Safeguard Children 2015
- Childcare Act 2006
- Data Protection Act 1998
- Prevent Duty 2015

Roles and Responsibilities

All early years settings must nominate a senior member of staff to coordinate child protection arrangements.

The setting will ensure that the Designated Safeguarding Lead:

- is appropriately trained
- acts as a source of support and expertise to the setting
- has an understanding of LSCB procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child’s general file
- refers cases of suspected neglect and/or abuse to children’s social care or police in accordance with this guidance and local procedure
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- keeps a record of staff attendance at child protection training and makes this policy available to parents.

The Designated Safeguarding Lead (DSL) at the nursery is:

The Deputy Designated Safeguarding Lead at the nursery is:

Good Practice Guidelines

To meet and maintain our responsibilities towards children, the setting agrees to the following standards of good practice:

- to treat all children with respect
- to set a good example by conducting ourselves appropriately
- to ensure staff are positive role models to children and other members of the team and never engage in rough, physical or sexually provocative games
- to involve children in decision-making which affects them (taking age and development of children into account)
- to encourage positive and safe behaviour among children
- to be a good listener
- to be alert to changes in a child's behaviour
- to recognise that challenging behaviour may be an indicator of abuse
- to read and understand all of the setting's safeguarding and guidance documents on wider safeguarding issues, for example, physical contact and information-sharing
- to ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing or administering first aid
- to maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language
- to be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse
- to raise awareness of child protection issues and equip children with the skills they need to keep themselves safe
- to provide any form of manual or physical support required, as a last resort and to do so openly and appropriately, and to always consult the children and gain their agreement (taking age and development of children into account)
- to establish a safe environment in which children can learn and develop, particularly in their confidence and self-esteem and to provide opportunities for achievement
- to carry out risk assessment to ensure children are kept safe on our premises.
- to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- to record the arrival and departure times of children, staff, volunteers and visitors.
- to not allow a child to leave the setting with an adult who is not an authorised collector of the child without prior permission and a password being given.
- Ensure staff are aware of the whistle blowing policy which enables them to share any concerns that may arise about their colleagues in an appropriate manner.

Intimate/Personal care

Children's dignity will be preserved and a level of privacy ensured. The normal process of nappy changing should not raise child protection concerns. There are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not occur, but we ensure that staff do not leave themselves vulnerable and will always work in an open environment by avoiding private or unobserved situations or closing doors to toilet areas.

Use of Mobile Phones

We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education. However mobile phones do have a place in settings without a landline, and on outings, as they are often the only means of contact available and can be helpful in ensuring children are kept safe. To protect children we will only use mobile phones appropriately, we will:

- ensure staff have a clear understanding of what constitutes misuse.
- provide a mobile phone for use on outings, and in settings without a landline without a camera on it, and will provide a place to store this.
- prohibit staff from using their mobile phones to take pictures of the children attending the setting.

- ensure the use of mobile phones on outings is included as part of the risk assessment; for example, how to keep personal numbers that may be stored on the phone safely.
- display a sign in each setting reminding parents/carers and visitors that they cannot use their mobile phone or electronic device while in the setting.
- ensure all mobile phone use is open to scrutiny
- not allow personal mobile phones to be used when working with children, they must be left in the office or in a locker.
- ensure that staff are alert to parents, carers and visitors using their phone in the nursery, and will ask parents and carers not to use them in the nursery.

Any breach of this policy will result in disciplinary action being taken.

Cameras: photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- not take photos or videos of the children on any mobile phone.
- not take photos or videos of children on any camera or electronic devices other than those belonging to the nursery.
- obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the child's first name with an image
- ensure that children are appropriately dressed
- ensure parents and carers are not permitted to take photographs or videos of the children in the setting unless prior consent has been obtained by the manager for example for a special event, such as a Christmas play.
- ensure all cameras and electronic devices are open to scrutiny.

Further information on use of cameras is included in our E-Safety Policy which also covers:

- On-line communications and social networking
- Mobile technologies
- Cameras and Tablets

We also have a dedicated staff policy on the use of Mobile Phones, Social Networking and Internet

Safer Recruitment

We practice robust recruitment procedures in checking the suitability of staff and volunteers suitability to work with children. Please refer to our Safer Recruitment Policy for further details

Staff Induction and On-going Professional Development

All new members of staff will undergo an induction that includes familiarisation with the setting's Safeguarding Policy and identification of their own safeguarding training needs. They will receive initial safeguarding training during their induction period.

All staff receive a copy of Alpha Nurseries Group staff handbook which includes our code of conduct, policies and procedure. Staff sign to say they have read, understood and will work towards our policies and procedures. Failure to follow our code of conduct, policies and procedures can result in disciplinary action and may constitute gross misconduct which could result in dismissal.

Safeguarding training is mandatory for all staff. The DSL will ensure that the staff's knowledge, understanding and practice of safeguarding children are current and up-to-date at all times. Where gaps are identified support and training will be mandatory. We ensure that staff are alert to the signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed including by other

children i.e. bullying, discriminatory behaviour. This includes the procedures for reporting and recording concerns and creating a safe and secure environment for the children in the nursery.

The DSL and the deputy DSL will receive updated training at least every three years, including training in inter-agency procedures and Common Assessment Framework (CAF) to support for their roles.

Protection of staff from Allegations of Abuse

Whilst caring for other people's children, we are in a position of trust and our responsibilities to them must be uppermost in practitioners' minds at all times. Staff may be vulnerable to allegations and have a responsibility to keep themselves safe by ensuring they follow nursery procedures.

Staff will:

- ensure that the safety and welfare of the child is always paramount.
- ensure that whenever children are on the premises at least two adults are present.
- ensure that no child is left alone with staff in a one-to-one situation without being visible and/or audible to others.
- not threaten or use any kind of physical punishment or chastisement such as smacking, hitting or rough handling.
- not behave in a way that frightens or demeans any child
- not use any racist, sexist, discriminatory or offensive language
- fulfil their responsibilities and duties towards children by working in partnership with parents.
- ensure their relationship with children and families are conducted in a professional manner at all times.
- follow all Alpha Nurseries Group policies and procedures at all times.
- be vigilant in Health & Safety matters, e.g. recording any bruises/marks a child has on arrival.
- provide a comprehensive report of all children's' accidents for parents, for their signature. Where possible any written account should be witnessed by a second staff member.
- pass on any training needs identified in themselves or other team members to the manager.
- seek advice and support if a child's behaviour is persistently challenging or difficult to manage.
- ensure that any allegation a child makes does not go unchallenged, unrecorded or un-acted upon.

Allegations against a member of staff

We ensure that all staff and parents know how to complain about the behaviour or actions of staff, volunteers or students within the setting which may include an allegation of abuse. We follow the guidance of the local LSCB when responding to any allegations against staff. An allegation of child abuse made against a member of the family or staff may come from a parent, another member of staff or from a child's disclosure.

In the event of an allegation against a member of staff, student, volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation then this should be reported to a senior manager

- The Local Authority will be informed immediately (e.g LADO) and Local Safeguarding Children Board Procedures Followed
- Ofsted will be informed as soon as is practicably possible and within 14 days
- A full investigation will be carried out by the appropriate professionals to determine how this will be handled. If the member of staff whom the allegation has been made against resigns from their position the investigation will still be continued to completion.
- The nursery will follow all instructions from the LSCB, and Ofsted, and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LSCB support and advice
- The nursery reserves the right to suspend any member of staff during an investigation
- All enquiries/external investigations/interviews will be documented and kept in a locked file.

- Unfounded allegations will result in all rights being re-instated
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated.
- All records will be kept until the person reaches normal retirement age or for 10 years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary re-investigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.

Safeguarding and Child Protection procedures

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. We will ensure all staff understands their responsibilities in being alert to indicators of abuse and their responsibility for referring any concerns to the designated person responsible for child protection.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of

inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Definitions taken from Working Together to Safeguard Children 2015)

Indicators of abuse and what you might see

It is vital that staff are aware of the range of physical and behavioural indicators of abuse and report any concerns to the designated person. We are aware that it is our responsibility to report concerns, but that it is not our responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- be excessively clingy or dependent
- changes in toileting habits
- self-harm
- frequently be absent or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- become disinterested in play activities
- be constantly tired or preoccupied
- be wary of physical contact
- injuries to the mouth, genital or anal areas (e.g. bruising, swelling, sores, infection)
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of a jigsaw, and each small piece of information will help the DSL decide how to proceed. It is very important that you report your concerns, you do not need 'absolute proof' that the child is at risk.

Preventing Radicalisation and Tackling Extremism

Alpha Nurseries group has a duty to promote children's welfare and prevent radicalisation and extremism. Keeping children safe in education is our priority.

In line with the Prevent Duty (June 2015) we will ensure that all staff are trained, informed, recognises vulnerability and mitigate the risks. We will ensure the curriculum embeds British Values, teaching our staff, children and visitors to be tolerant and have respect for all faiths within our multi-cultural society.

This is underpinned by a range of other policies including - Employment and Staffing; Early Years Foundation Stage; E-Safety; Achieving Positive Behaviour; and Inclusion, Equality and Diversity.

Our Ethos values and respects diversity, encourages freedom, openness and aims to build resilience and self-confidence.

To ensure we are meeting the requirements of the Prevent Duty we will:

- Assess the risk of children being drawn into terrorism.
- Have robust safeguarding policies to protect children and young people from being drawn into terrorism.

- Ensure our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Ensure staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Ensure children are safe from terrorist and extremist material when accessing the internet
- Work in partnership with the wider community to ensure children and their families are safeguarded from radicalisation and extremism.
- Provide a safe environment in which children can discuss controversial issues, and be given the knowledge and confidence to challenge extremist beliefs and ideologies.

Identification

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

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.

Here are examples of indicators that *may* suggest vulnerability to violent extremism:

- Use of inappropriate language
- Behavioural changes;
- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Losing interest in friends and activities
- Showing sympathy for extremist causes
- The expression of extremist views
- attempts to access extremist websites and associated password protected chat rooms
- Seeking to recruit others to an extremist ideology.
- Advocating violent actions and means;
- Possessing illegal or extremist literature
- Association with known extremists;

If you have a concern about a child

If you have a concern for the safety of a specific young person at risk of radicalisation, you should follow the safeguarding procedures outlined below, including discussing with your setting's designated safeguarding lead.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

Taking Action

Your concerns could be significant and should always be passed on. Children are vulnerable individuals who do not always communicate their anxieties or concerns in 'usual ways'. This is particularly important if a child has special needs or disabilities.

If you suspect abuse key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999

- report your concern to the DSL immediately, if the DSL or their deputy is not available inform a member of senior management.
- do not start your own investigation
- share information on a need-to-know basis only, do not discuss the issue with colleagues, friends or family
- record your concerns, even where there is no need to refer the matter immediately.
- seek support for yourself if you are distressed.

Recording Suspicions of Abuse and Disclosures

Staff should make an objective record on the Safeguarding Record Log paperwork (supported by the nursery manager or DSL) of any observation or disclosure and include:

- Child's name, address, age and date of birth.
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of injuries or marks seen marked on a body map
- Exact observation of an incident including any other witnesses
- Name of the person to whom the concern was reported, with date and time.
- Any discussion held with parent (where deemed appropriate).
- Any action taken including steps taken to support the child.
- Details of any resulting changes to be made in the settings policies/procedures/practices.
- These records should be dated and signed by the person reporting this and the DSL and kept in the child's Record of Concern file, which is kept securely and confidentially. If the child does not have a Record of Concern file one must be created within 24 hours following the Record of Concern Procedure.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality as this promise cannot be kept. It is vital that the child is allowed to talk openly and that the disclosure is not forced or words put into the child's mouth. Do not examine the child or ask leading questions. Remain calm and don't allow your own feelings (such as anger, pity or shock) to surface.

It may be thought necessary that after discussion with all concerned the matter needs to be referred to the local authority social care team and / or that a CAF needs to be initiated. If a referral is to be made the manager / deputy manager completes the relevant local authority referral form and phones the social care team. This must be followed up in writing within 24 hours. We will keep a copy of this document and will follow the detailed guidelines given. If a CAF is deemed the appropriate means of support the form will be completed with informed consent from the parent/carer.

When a referral is made a senior manager **must** be notified as soon as possible.

Parental Partnership

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 LSCB does not allow this. This will usually be the case where there is suspected sexual abuse, 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. Where we decide not to seek parental permission before making a referral the decision will be recorded in the child's file with reasons, dated and signed.

We will continue to welcome the child and the family and treat them with respect in a non-judgmental manner whilst investigations are being made in relation to any alleged abuse. We will make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team. We follow the Child Protection Plan or Child in Need Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.

Parents must notify setting regarding any concerns they may have about their child and any accidents, incidents or injuries affecting the child, which will be recorded. We will involve parents and carers wherever possible and ensure they have an understanding of the responsibilities placed on the setting for safeguarding children by setting out its statutory duty in the nursery policy and procedures, prospectus, notice board and newsletter.

Confidentiality and Sharing Information

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board. 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 under the guidance of the LSCB with the provision that the care and safety of the child is paramount.

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the DSL or manager. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information, record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals as per the Confidentiality, Data Protection and Information Sharing Policy

We will develop effective links with relevant agencies and cooperate as required with any enquires regarding child protection matters including attendance of case conferences, core groups and child in need meetings

Contact Details:

- Ofsted 0300 123 1231
- Social Care Referral line
- Local Safeguarding Children's Board
- Local Authority Designated Officer
- Other

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321.

Refer to your relevant local authority safeguarding information pack for appropriate forms and further information.

We try to follow a child's individual routine wherever possible. Sleep patterns vary from child to child therefore there is no set sleep time; when a child is tired he/she will be able to sleep. Please do not hesitate to ask for advice and support around your child's sleeping.

When a child is showing signs of requiring a sleep the following procedure will be followed:

- The key person will ask the child if they would like a sleep (whatever their age).
- Each child has a clean sheet provided for them each week, or more frequently if required. When a child is in more than once a week they will have a bag to store their bed linen in which will be washed at the end of the week.
- The child's shoes will be taken off and they will be made comfortable.
- Staff will talk to the child all the time explaining what they are doing.
- If a child likes to be held the key person will sit with them and cuddle them.
- A child will be encouraged to go to sleep by stroking their face or whatever their individual comfort is.
- If the child is not asleep within 15 minutes staff will ask if the child wants to get up and may try again later if needed.
- Daily records of what time a child went to sleep and what time they woke up are kept and parents informed when they collect their child. Checks will be made and recorded every 15 minutes on sleeping children
- A child will be left to sleep as long as they need. If a parent/carer wishes their child to be woken after a certain time, this will only be done if they can be easily woken by gently talking to them.
- A child will never be forcibly kept awake
- If sleep mats are used these will be wiped with antibacterial cleaner after each use

Babies

In addition to the above procedures:

- Babies will always be put to sleep on their back in the 'feet to foot' position
- Cots will not have bumpers fitted and surrounding spaces will be kept clear
- We will avoid rocking babies to sleep in a pushchair; alternative means will be tried first. Where a baby will only sleep in a pushchair then it will first be covered with a sheet and the baby will be strapped in with the safety restraints provided.
- Babies will never be allowed to sleep in a bouncer chair or car seat. If a baby arrives asleep in their car seat they will be transferred to a cot or sleep mat
- Sleep areas will be kept at a comfortable temperature, 18° is the optimum, and light sheets and bedding will be provided to prevent over heating
- We have a strict No Smoking Policy
- Cots should be thoroughly wiped with antibacterial cleaner in between use by different baby or at the end of the week

Further information can be found at www.lullabytrust.org.uk

Special Educational Needs and Disability Policy

Our Special Educational Needs and Disability Policy is set in the context of the following legislation:

- Children and Families Act (2014)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014)
- Equality Act (2010)
- Disability Discrimination Act (1995)

We aim to include all children and to work with parents and carers and outside agencies to help all children reach their full potential in a positive and caring environment.

We are inclusive to all children with special educational needs and disabilities. We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies. We are sensitive to the needs and feelings of children with SEN and their families. We work in partnership with parents at every stage and in any plans that are made to meet a child's individual special needs. A child is never labelled by their disability and is treated equally as an individual in their own right.

We actively promote our services in all sections of the community and in more than one language when appropriate. We provide parents with information on sources of independent advice and support.

The name of our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is:

The SENDCo is supported by an Early Years Advisor from the Early Years Team at County Council and the Alpha Nurseries Group senior management team.

The SENDCo's responsibilities include:

- The day to day operation of our Special Educational Needs and Disability Policy.
- Managing additional support of children with SEND.
- Maintaining the SEND register and overseeing the records of all children with SEND.
- Promote effective relationships with parents and carers of children with SEND.
- Liaising with other professionals and agencies that can help.
- Ensure that the staff understand and follow the SEND best practice as stated in this policy.
- Promote staff development and training in relation to the SEND.
- Monitor, evaluate and review the SEND policy at regular intervals.

Admission arrangements

Our inclusive admissions practice ensures equality of access and opportunity. We aim to provide a non-prejudicial, appropriate learning opportunity for all the children. We will respond appropriately to each child's background and individual needs and take reasonable steps to ensure the setting is accessible to children with special needs, young people and adults. All children and their parents or carers are welcomed and visits to look around are encouraged. We offer a registration visit to families who register with nursery which enables us to explore with parents and carers how we can meet their child's individual needs effectively.

Practice within the setting

We work through a graduated response system to meet the needs of all children:

- Firstly at a Universal level ('Whole Setting Response') Provision of a learning environment that is inclusive and practitioners who are aware of a range of Special Educational Needs and Disabilities (SEND).
- Secondly at a Targeted level ('Including children with SEND') Targeted Planned Support (Targeted Plan) for children with SEND either provided individually or in a small group to differentiate learning and development activities.

- Finally at an 'Individual / Personalised Learning' level (IEP). Learning and development activities are specifically and personally planned to enable individual children with SEND to participate and make progress.

Each level is built on the previous one in response to the needs of the child.

Identifying SEN

As outlined in our Early Years Foundation Stage Policy we complete regular development checks on all children within the setting. These are carried out termly and in addition a formal 2 year old check is undertaken to monitor and review progress and development in all children.

Where a child appears to be behind expected levels or where progress gives cause for concern, we will consider all of the information about the child's learning and development from within and beyond the setting.

There will be an assessment to determine whether there are any causal factors such as underlying learning or communication difficulty.

If it is thought housing, family or other domestic circumstances contributing to the presenting behaviour a multi-agency approach (Common Assessment Framework) will be adopted.

Where a child has significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child making use of the facilities in the setting, and requires special educational provision, we will make that provision to help support the child's needs.

We will work with parents and families at each stage of the assessment to ensure you are kept fully informed of your child's learning and find ways to work together to support their development in the best we can.

We will adopt a graduated approach with four stages of action:

- Assess
- Plan
- Do
- Review

Where a child continues to make less than expected progress, despite evidence-based support and interventions matched to the child's area of need, we will consider involving the appropriate specialists (health visitors, portage workers, educational psychologists) this decision will be made in partnership with the child's family.

Where despite all action being taken and the child has not made expected progress we will consider with support from the local authority requesting an Education, Health and Care needs of Assessment (EHC).

During the course of an EHC assessment the local authority has a duty to gather all relevant information to make an informed decision on how to move forward to support the child and family.

More able children

More able children have a great thirst for knowledge and it is vital that this need is recognised as early as possible so that we can give them plenty of opportunities to develop their talents. We plan for more able children by planning challenging, individual learning opportunities based on each child's interests and capabilities.

Specialist facilities

Staff are trained in special educational needs including the SENDCo course. We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff. We have an accessible building, toilet and an inclusive outlook. We have inclusive resources and will provide any equipment needed to implement our Special Educational Needs Policy.

We provide children with support to achieve individual targets and all children are included in activities offered. A key person is allocated to each child who will work in partnership with the child's parents and carers to ensure each child's individual needs are met. Where appropriate a care plan is completed to ensure that a child's individual needs are met, e.g. dietary, medical or physical.

Partnership with parents

We believe that working in partnership with parents is vital to each individual child's development. This includes supporting parents and carers and listening to their views and concerns. Parents and carers have the opportunity to speak with their child's key person, or a manager on a daily basis. We have a comment/suggestion box/book and questionnaires are used to obtain parents and carers views. We welcome parent's observations and use these to plan for each individual child.

Early years foundation stage (EYFS)

We follow the EYFS and planning is responsive to children's needs and interests including children with SEND. We provide a broad, balanced and differentiated curriculum for all children with SEND.

The learning environment provides the opportunities for all children to be included in the setting as a whole. This includes child sized and accessible equipment, free flow play inside and outside, a flexible routine, and flexible communication systems, including symbols, Makaton etc.

Links with other early years settings, support services and other agencies

We have developed good links with the professionals in the children's centres, local schools and childcare settings in the area. We are in regular contact with the Early Years Advisory Team, which includes SENDCo and Inclusion support staff, Educational Psychologists, Social Care Services, Speech Therapists, Portage workers, Health visitors, Child Development Clinics, etc.

When a child with SEND moves to another setting their 'My Learning Journey', IEP's and all relevant paperwork will be passed to the new setting and where possible a meeting will be arranged with the SENDCo at the new setting. Parents and carers will be kept informed of what is happening and if appropriate invited to any meetings. Written parental consent is obtained before any contact with other settings, support services and other agencies is made.

Monitoring and Evaluation

We monitor the effectiveness of our SEND provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. We will complete and review an Equality Action Plan to identify areas for improvement as per our Inclusion, Equality and Diversity Policy.

Complaints

A parent/carer who is concerned about the child's SEND provision should discuss their worries with the child's key person or the SENDCo. If this does not have a satisfactory outcome or the problem reoccurs, the parent or carer should speak to the manager. Most complaints should be resolved at this stage. If the matter is not resolved to the parents/ carers satisfaction, further action can be taken in accordance with our Complaints Policy.

You may also contact the Office of Standards and Education (OFSTED) on:

Telephone: 0300 123 1231

Email: enquiries@ofsted.gov.uk

Post: The National Business Unit
Ofsted
Piccadilly Gate
Store Street
Manchester, M1 2WD

This policy is available in other languages upon request.

At Alpha Nurseries Group the safety and security of the children are our utmost priority. We recognise that there will be visitors to the nursery including prospective parents, other professionals and contractors to carry out routine maintenance. The procedures outlined below must be strictly followed; failure to do so will result in disciplinary procedures up to and including dismissal.

Security

- Staff must check the identity of any visitors they do not recognise before allowing them into the main nursery
- Visitors to the nursery must be recorded in the Visitors' Book, identified by a visitors badge and accompanied by a member of staff at all times while in the building
- If a visitor is in the nursery for more than an hour, the nursery manager must point out fire procedures
- Excluding fire-doors and outside access for the children, all external doors must be kept locked at all times and external gates closed. Where necessary or appropriate, all internal doors and gates must be kept closed to ensure children are not able to wander
- Parents, visitors and students are reminded not to allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery
- The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents

Contractors

Routine maintenance should ideally be carried out during hours when the nursery is not being used by the children. In the event that this is not possible then the procedure above must be followed, contractors must not be allowed unsupervised access to the children or personal information that may be stored in the nursery. Children's safety remains the utmost priority at all times therefore if work is being undertaken while they are present they should be kept away from any activity that may pose a risk.

Ofsted

For routine inspections we will normally receive half a day notice by telephone call, however in the event of a complaint or concern or a previously inadequate inspection outcome an unannounced visit may still be undertaken. In the event of an unannounced visit the inspector should show you their badge and the most senior member of staff on duty must call Ofsted to verify the inspector's identity before allowing access to the nursery. Following verification of their identity the inspector should be signed in as per the procedure above. A member of the senior management team must be notified as soon as is practicably possible

Some of our settings use an online Learning Journey system (Tapestry); this allows staff and parents to access the information from any computer via a personal, password-protected login.

Staff access allows input of new observations and photos or amendment of existing observations and photos.

Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.

- Observations input into the Tapestry system are moderated by a member of the management team before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form 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.
- The Learning Journey is started once the child has started Nursery. During the first term, entries will be made more frequently as staff get to know the children.
- In all written observations, other children will not be referred to by name.
- Staff will be provided with tablets to access Tapestry wirelessly while working. These tablets are for work use only and not allowed to be taken home.
- Tapestry is not used as a general communication tool between Nursery and home. A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

- The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Photos and observation are not stored on the individual tablet or computer.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Staff can only access tapestry when someone from the management of the nursery is logged into tapestry.
- When a member of staff leaves the company their login is deleted.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.

Children can experience several transitions in their early years and nursery staff are sensitive to the difficulties children may face whilst going through these transitions. Staff are skilled at observing their key children and will be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's character.

Some examples of transitions that young children and babies may experience are:

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

We will support all children in the nursery with any transitions they may be encountering. If the transition is due to occur at the nursery, e.g. room changes, the nursery will fully involve the parents to support the child through this process.

Starting at Nursery

We realise that starting nursery can be a difficult time for children and their families and aim to make this easier for all concerned. We place a great emphasis on ensuring we build a strong attachment between each child and their key person to provide a secure basis for their nursery experience. We offer two settling in sessions to a child before they start nursery. These are provided free of charge over a one or two week period dependent on individual needs and will give a parent a chance to see the regular pattern of what happens during a session and how staff cope with anything unexpected and the level of care children receive at nursery. In accordance with our Safeguarding Children Policy, parents /carers and any visitors are not left unsupervised with any children.

Once their child has started nursery parents / carers are welcome to stay with their child for sufficient time so the child feels settled and the parents / carers feel comfortable about leaving their child. If a child is finding it difficult to settle, we will keep the parents/carers informed of their child's progress and different strategies will be discussed if necessary. Parents and carers are welcome to telephone at any time to speak to a member of staff regarding their child.

Room transfer

Parents / carers will be informed before their child is due to move rooms, and a decision will be made taking into account the child's age and stage of development. The transfer will be dealt with sensitively and appropriately.

To ensure that the transition goes smoothly and with as little disruption to the child as possible, they will attend settling in sessions in the other room. These visits will give the child a chance to get to know their Key Person and to feel safe and secure in the new environment. Parents / carers will be informed daily on their child's progress, any concerns or issues will be fully addressed.

Children moving to nursery from another setting

Contact will be made with the old setting and we ask parents to pass on their child's 'My Learning Journey' from the old setting to their key person. The key person will read this and familiarise themselves with the child before returning this to the parent / carers.

Children attending another setting

Contact will be made with the other setting with the permission of the parents / carers. We will regularly exchange information with the other setting regarding the child's 'My Learning Journey' and their development to ensure that their individual needs are being met.

Leaving nursery

When a child is ready to leave the Nursery their developmental profile will be updated and passed on to their new school or setting. We will also arrange for the child to visit the new setting with their key person where possible. We will invite staff from the new setting or school into the nursery to introduce them to the children

When children are preparing to move on to school we will provide a variety of resources that relate to the school to help the children to become familiar with this new concept and will aid the transition e.g. uniform to dress up in, photographs of all the schools the children may attend.

The key person will initiate conversations with their key children, who are due to move to school, about school. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome

Family breakdowns

When parents separate it is a difficult situation for all concerned. We will support the child to talk openly about any concerns or worries they may have and we will feed this back to parents to enable support to be given at home and nursery. We ask parents to keep us updated with any changes as soon as practicably possible to enable us to work with you.

We will ensure the child's welfare is paramount in all operations relating to their time within the nursery. We will remain neutral and treat both parents equally and with due respect. All matters known by the staff pertaining to the family and the parent's separation shall remain confidential. We will provide information on the child's progress within the nursery to both parents wherever requested and invite both parents to nursery events, including parental consultations and social events.

Nursery will comply with any details of a Court Order where they are applicable to the nursery's situation, provided the nursery has seen a copy / has a copy attached to the child's file. Please note that the nursery cannot restrict access to any parent with parental responsibility unless a formal Court Order is in place. We respectfully ask that parents do not put us in this position.

Moving home and new siblings

These are normally two events that parents will have advance notice of, and we ask that parents let the nursery know about these so we can support the child to be ready for this. We will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions. Parents may also consider placing their child into nursery for additional sessions during these times to provide them with consistency and time away from the changes occurring.

Bereavement

We understand that a bereavement is not only a difficult time for families but may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person is no longer around. Nursery will offer support to all concerned should this be required. If parents feel that their child requires additional support we ask that you speak to the nursery manager and the key person to enable this support to be put into place.

The nursery will be flexible wherever possible to adapt the sessions the child and family may need during this time. If a child needs extra support or one-to-one care during this difficult time, the nursery will adapt their staffing arrangements so they are fully supported by the most appropriate member of staff on duty, preferably the child's key worker

The death of family pets is also an area that children and their families may need support with. We will offer support to the child to understand their loss and support their emotions through this time.

As babies get older they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds they are learning to make the quick mouth movements needed for speech. This policy outlines the approach that we will take in sensitively balancing babies and children's needs in the use of dummies, bottles and cups within our nurseries.

Dummies

At Alpha Nurseries Group we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine. The more practice they get the better their awareness of their mouths and the better their speech will be. The overuse of a dummy may restrict these movements from taking place and therefore affect a child's language development in the longer term. If toddlers continue to talk with a dummy in their mouth this may lead to distorted patterns of speech because the teat prevents normal movement of the front of the mouth.

The nursery aims to:

- Discuss the use of dummies with parents as part of babies' individual routine
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- If a dummy or bottle falls on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary.
- Check dummies for wear and tear before each use to ensure there is no risk of choking or ingesting worn parts
- Never tie a dummy to a child's clothing as this poses a risk of strangulation

When discouraging the dummy staff will:

- Work with the child's parents to ensure a consistent approach between home and nursery
- Have a designated place for the dummy to be stored, which the child will be aware of
- Ask children to take their dummy out of their mouth when talking
- Comfort the child and if age/stage appropriate explain in a sensitive and appropriate manner why they do not need their dummy
- Put children's emotions into words and reassure them if they are insecure or worried
- Distract children's attention with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Support children to find other ways of soothing and relaxing themselves
- Explain to the child they can have their dummy when they go home or at sleep time
- Remember that changes in habit can take time to become established
- Praise children when they go without their dummy

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

Bottles and Cups

Regardless of whether a baby has been breast or bottle fed, it is likely that if they are starting at a day care setting before the age of 12 months they may need to be bottle fed at some point during the day. This opportunity for close, intimate contact with a familiar person supports the development of an attachment with the baby's key person and settling into the nursery environment. Whether breast or bottle fed it is advisable for babies to progress to drinking from a cup alongside weaning from around the age of 6 months old. Long term bottle use can delay the ability to adapt from sucking to sipping making the progression more difficult and has also been linked to the development of speech disorders. Prolonged exposure to milk and sweet sugary drinks such as fruit juice or squash from a bottle can lead to tooth decay.

The nursery aims to:

- Ensure that the baby's key person takes greatest responsibility for bottle feeding to develop a positive, consistent and nurturing feeding routine with a familiar person
- Never prop a baby up with a bottle during feeding time as this is both dangerous and inappropriate to babies emotional needs
- Only give a bottle containing milk or water
- Start to discuss with parents the use of open cups and introduce them to the child at snack and meal times in the period from when a child is 6 months old
- Only provide free flow beakers and open cups, controlled flow beakers will not be given to children of any age

Further advice on bottle feeding and sterilisation, and healthy eating and drinking procedures can be found in the nursery's Food and Drink Policy

Whilst Alpha Nurseries Group expect all our colleagues, both internal and external, to be professional at all times there may be occasions where this may not be happening. The Public Interest Disclosure Act 1998 affords individuals who raise concerns protection from detrimental treatment or dismissal. It is vital that all team members talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be ironed out as soon as they arise.

Disclosure of information

If you become aware of information which you reasonably believe tends to show one or more of the following, you **MUST** promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager you should speak to a member of senior management.

- A criminal offence has been committed or is being committed or is likely to be committed
- A person has failed or is likely to fail to comply with any legal obligation to which they are subject
- A miscarriage of justice that has occurred, is occurring, or is likely to occur
- The health or safety of any individual has been, is being, or is likely to be, endangered
- The environment, has been, is being, or is likely to be, damaged
- Any action deliberately designed to cause financial loss to the company, or to obtain any unauthorised benefit, whether or not this is received personally or by others.
- Information tending to show any of the above, is being, or is likely to be, deliberately concealed.

If this information relates to a safeguarding concern then the Safeguarding Policy should be followed.

All disclosures or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner. Disclosures in malice and failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal.

These policies and procedures have been approved & authorised by:

Julie Bullivant, Director of Nursery Services

Date: 28th October 2015 Review date: Oct 2016