

Countryside Day Nursery's Policies.

Safeguarding Children.

1.1 Children's rights and entitlements. (EYFS 1.2, 2.1, 3.2, 4.4)

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

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

We work with parents to build their understanding of and commitment to the principles of safeguarding all our children.

1.2 Safeguarding children and child protection. (EYFS 1.3, 2.1, 2.2, 3.4, 4.4)

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

We ensure all staff and parents are made aware of our safeguarding policies and procedures and we provide adequate and appropriate staffing resources to meet the needs of the children.

All paid staff complete "enhanced disclosure" checks with the criminal records bureau for Countryside Day Nursery, before permanent contracts are issued.

We abide by Ofsted requirements in respect of references and criminal record checks for staff and volunteers to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

Volunteers do not work unsupervised.

We have procedures for recording the details of visitors to the setting.

We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Child Protection.

We acknowledge that abuse of children can take different forms- physical, emotional, sexual and neglect.

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

Where such evidence is apparent the child's key person makes a dated record of the details of the concern and discusses what to do with the designated officer.

Following concerns....

- Consultations are made with the Child Protection officer and medical attention is sought if child require immediate treatment.
- The Professional completes a confidential written record of the nature and circumstances surrounding the concerns. The Principal preferably should be present.

This information includes the date, time of observation or disclosure, the exact words spoken by the child as far as possible. These records are signed by the professional and witness and stored in the office.

- The concerns are discussed with the parent, unless the concerns amount to sexual abuse.
- If concerns remain and unsure how to proceed, the Principal is to seek advice from the Children's Help Desk through the Gloucestershire Safeguarding Children Board on 01452 426565 and ask to speak with a social work practitioner.
- In those cases where there is a clear need for a social work assessment a referral is then made to the Children's Help Desk on 01452 426565 within 24 hours (Immediately if the concerns are about sexual abuse or physical injury). The Children and Young People's Social Care Department (CYPD) will then take responsibility for managing any subsequent enquiries.
- The Principal will confirm the details of the concerns in writing within 48 hours, to the CYPD.
- If the nursery feels that the response from the social care has not addressed the concerns for the child advice about procedural issues including using the resolving professional differences procedures can be obtained through the Safeguarding Children's Services on 01452 583629.
- For out of hours Social Work advice contact the Emergency Duty Team on 01452 614194 and for out hours concerns contact the Police Control Room on 0845 0901234.
- If warranted the Principal makes a referral to the Children and Families Help Desk, Tel 01452 426565.

Subsequent Action.

Following a referral, enquiries will be undertaken by Children and Young People's Directorate and possibly the police. Staff may be required to provide statements and attend Initial Child Protection Conferences.

We notify the registration authority, Ofsted, of any incident or accident and any changes in our arrangements which may affect the well being of the children.

Allegations against staff.

We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, which may include an allegation of abuse. (see complaints procedure 1.10)

If a parent makes an allegation against a member of staff they should firstly speak with the Principal, and the Principal will record the details of any such alleged incident. The Principal will then inform the complaint immediately to the Gloucestershire Safeguarding Children's Board and Ofsted, with details of measures we have taken.

The investigation will be undertaken by relevant professionals, and will suspend the member of staff for the duration of the investigation. The staff member will either go through the disciplinary procedure or have immediate unpaid suspension until further notice.

This is not an indication of admission that the alleged incident has taken place but it is to protect the staff as well as children and families throughout the process.

Confidentiality.

All suspicions, investigations and records are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the local safeguarding board.

Child Protection Training.

We access training for all permanent staff involved in the setting, to ensure that they are able to recognise the signs and signals of possible physical, emotional, sexual abuse and neglect. Staff are aware of the Gloucestershire Safeguarding Children's Board guidelines for making referrals. All staff are aware of the procedures for reporting and recording their concerns in the setting.

Curriculum.

We introduce key elements of keeping children safe into our programme, so that they can grow to be strong, confident, and listened to and that children develop an understanding of why and how to keep safe. Children are encouraged to talk about their feelings, to deal assertively with pressures and know who they can turn to for help and advice if necessary.

Support to Families.

We believe in building trusting and supportive relationships with families, staff and volunteers at Countryside.

Policies are continuously available for roles and responsibilities of child protection, such as reporting concerns, providing information, monitoring of the child and liaising at all times with the Gloucestershire Safeguarding Children's Board.

We will continue to welcome the child and the family whilst investigations are being made in relation to the alleged abuse.

1.3 Looked After Children (EYFS 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.2, 3.4, 4.4)

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

Definition of "Looked After Children" is children who have been taken into care or accommodated by the Local Authority. Most will be living in foster homes, some maybe in a children's home, living with a relative or even placed back home with their natural parent.

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

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

Procedures

The designated person for looked after children is the designated child protection co-ordinator.

The designated person ensure the key person has the information support and training necessary to meet the looked after child's needs.

All relevant agencies and practitioners involved with the child consult information together.

The setting recognises the role of the Local Authority Social Care department as the child's corporate parent and the key agency in determining what takes place with the child.

At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. The plan is reviewed after two weeks, six weeks and three months, thereafter at three to six monthly intervals.

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

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

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

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

The child's needs of sociability and friendship.

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

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

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

In the first two weeks after settling-in the child's well being is the focus of observation, their sociability and their ability to manage their feelings, with or without support.

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

If the concerns are about the foster carer's treatment of the child, or if abuse is suspected these are recorded are reported to the child's social care worker according to the safeguarding children's procedure (see 1.2).

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

Transition to school will be handled sensitively and the key person will liaise with the school passing on relevant information and documentation with the agreement of the birth parents.

1.4 Confidentiality and client access to records (EYFS 1.3, 2.1, 2.2, 3.4).

Any information and knowledge will be on a need to know basis and will be kept confidential, unless the Principal considers the need to relay information to certain relevant parties.

All members of staff and students will agree to respect the Nursery's confidentiality policy and will sign a copy of this document to indicate their agreement.

Visitors and Parents should respect the staff role of confidentiality. Information shared between parents in a discussion or a training group is bound by a shared agreement that the information is confidential to the group.

We inform parents when we need to record confidential information beyond the general personal information we keep (see Admissions Administrations 4.1) – e.g. with regard to any injuries, concerns or changes in relation to the child or the family, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence of external agencies in relation to the child.

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

Client access to records procedures.

Any requests to see the child's personal records (Registration forms, collection forms) by a parent with parental responsibility must be made in writing to the Principal and this is then arranged.

The Principal and nursery staff will prepare the information for viewing.

All third parties are informed that a request for a viewing has been received and asking for their permission to disclose to the person requesting it.

Third parties include all family members who maybe referred to in the records.

It maybe necessary for the nursery to refuse consent to disclosure, preferring the individual to go directly to them.

The principal and/or nursery staff may remove any information such as any contact details, before access.

The file should never be given straight over, but should be explained by the setting leader.

Legal advice maybe sought before sharing information, especially when a parent has possible grounds for litigation against the setting or another third party.

1.5 Information Sharing. (EYFS 1.2, 1.3, 2.1, 2.2, 3.4)

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

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest that is when...

- It is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult.
- The decision should never be made by an individual, but the principal and relevant staff should decide.

The criteria is as follows:-

Where there is evidence that a child is suffering or at risk of suffering significant harm.

Where there is reasonable cause to believe that a child maybe suffering or at risk of suffering significant harm.

To prevent significant harm arising to children and young people or serious harm to adults including the prevention, detection and prosecution of serious harm.

Procedure

1. Explain to families, how, why and when information will be shared about them and with whom.

The consent is normally obtained unless it puts the child at risk or undermines a criminal investigation.

All parents have access to copies of up-to-date policies either via our website or paper copies.

We ensure parents have information about the circumstances when the information will be shared with the external agencies e.g. with regards to special needs or transitions to school.

2. Consider the safety and well-being of the child when making a decision about sharing information. If there are concerns regarding significant harm the child's well being and safety is paramount.

We record concerns and discuss this with the setting's child protection designated person.

3. Seek advice when there are doubts about possible significant harm to a child or others.

The manager contacts Gloucestershire Safeguarding Children's Board for advice where they have doubts or are unsure.

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

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

Parents are asked to give written consent to share information about any additional needs their child may have or to pass on child development summaries to next provider/ school.

1.6 Uncollected children. (EYFS 1.3, 1.4, 2.2, 3.4)

Parents are requested to complete a registration form and collection form before the child begins Nursery.

On occasions if a child is to be collected by someone who is not written on the collection form, the authorised person needs to verify the identity of the person who is collecting their child, and inform that person of the password.

Parents are requested to inform us if they are not able to collect their child as planned, in order for us to take back up measures.

If the Nursery has not been able to make contact or not heard from the authorised person by 6.45pm then the GSCB (Emergency Duty Team- 01452 614194) will be contacted to seek further advice.

The child stays in the setting with two members of staff until the child is safely collected by parents or social care worker. A full written report of the incident is recorded.

A record will be kept of children who not collected by the due time and parents will be asked to sign for this. This will note the date, the time at which the child was collected, and who collected the child.

In the event that a child is not collected by the due time on two consecutive occasions, on the third late consecutive pick-up, there will be an additional charge for £5-00 for every five minutes.

1.7 Missing Child (EYFS 1.3, 1.4, 2.2, 3.4)

Alert the Principal who will make enquiries of relevant members of staff as to when the child was last seen and where i.e. make a thorough search.

Remember the safety of the other children with regard to supervision and security.

Ensuring that the remaining children are sufficiently supervised and secure, and there has not been a breach of security.

If the child cannot be found then the police and parents must be informed.

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

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

Child Missing on an outing.

As soon as a child is noted missing, children are asked to stand with a designated person to carry out a headcount.

One staff member searches the immediate facility and contacts the facilities security person.

The Principal is contacted immediately and reports it to the police and parents.

Parents are asked to make their way to the venue where staff will remain.

Staff take the remaining children back to the nursery.

Investigation.

Staff keep calm and do not let other children become anxious or worried.

The Principal speaks with the parents of the missing child and carry out a full investigation taking written statements from all staff in the room or who were on the outing.

The Principal writes an incident report detailing, the date and time of report, how many staff and children were on the outing, when the child was last seen, the time when the child went missing.

Investigation is made to understand how the incident happened and all staff have to co-operate fully where police may investigate and question.

The incident is reported to Riddor.

1.8 Supervision of Children on Outings and Visit (EYFS 1.3, 1.4, 2.2, 3.3, 4.2)

Parents sign a general consent on registration for children to be taken out on trips for daily activities, and a second separate consent form is given to parents detailing venues, dates of trips, transport information etc.

Risk assessments for each trip is carried out, but regular trips e.g. swimming risk assessments are reviewed regularly and available for parents if they so wish.

Outings are recorded with details of date, time, venue and transport, staff and children's names and times of return.

Staff take mobile phones on outings, first aid kits, special medication for individual children, tissues, wipes, bucket, list of children's contacts and snacks and water if needed. Records are kept of vehicles used to transport children with named drivers and appropriate insurance cover.

A first aider is always present on the trip.

Meeting points must be pre-designated and times arranged when all the party should assemble. These must be strictly adhered to.

1.9 Maintaining children's safety and security on premises (EYFS 1.3, 2.2)

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

Children's Personal Safety.

All employed staff have an enhanced disclosure from the CRB.

All children are supervised by adults at all times

When the children are on the premises at least two adults are present.

We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

Systems are in place for the safe arrival and departure of children, with times recorded.

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

Our systems prevent unauthorised access to our premises, and prevent children from leaving premises unnoticed.

Mobile phones will be held in a dedicated collection point, for any person with contact with children in the setting. Spot checks will be made by the Principal or person-in-charge.

1.10 Making a Complaint. (EYFS 1.2, 2.1, 2.2, 3.2, 3.4)

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

Procedure.

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

Stage 1- Making a complaint.

Any parent who has a concern about an aspect of the provision, firstly speaks to their key person, and if necessary the Principal.

Most complaints should be resolved informally at this stage.

Stage 2

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

Stage 3.

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

Stage 4.

If at the Stage 3 meeting, parents and setting cannot reach an agreement, and external mediator is invited to help to settle the complaint. This person should be acceptable to

both parties, listen to both sides, offer advice but have no legal powers, but can help to define the problem. The mediator will review action so far and suggest ways which it might be resolved. The mediator will keep all information confidential and keep any written records of any meetings with either parties and any advice that is given.

Stage 5.

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

It is clearly understood that persons have the right to phone Ofsted if they feel they have not received a satisfactory response to their complaint. They can contact Ofsted National Business Unit, 3rd Floor, Royal Exchange Buildings, St. Ann's Square, Manchester. M2 7LA. Tel 08456 404040 or email Ofsted at enquiries@ofsted.gov.uk.

If a child appears to be at risk the setting follows their procedure in Local Safeguarding Children's Board (Policy 1.2).

Equality of Opportunity

1.11 Valuing diversity and promoting equality. (EYFS 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.4, 4.4)

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

Procedure

Admissions- our setting is open to all members of the community.

We provide information in clear concise language of any tongue, whether in spoken or written form. We base our admission policy on a fair system, and ensure that all parents are made aware of our equal opportunity policy.

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

Employment.

Posts are advertised and all applicants are judge against specific and fair criteria.

Applicants are welcome from all backgrounds, and applicants whom best meet the criteria is offered the post, subject to references and checks by the CRB. This ensures fairness in the selection process. All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

Training

We seek training opportunities for staff and volunteers to enable all children to further their development under the EYFS.

We ensure that staff are confident and fully trained in administering relevant medicines and performing care procedures when these are required.

We review our practices to ensure we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors, parents and children, however, if it is less favourable for a disabled person, then reasonable adjustments are made.

Valuing Diversity in Families

We welcome the diversity of family lifestyles and work with all families. We encourage children to contribute stories from everyday life to the setting. We encourage parents/carers to take part in the life of the setting and to contribute fully. For families who speak languages in addition to English we will ensure their full inclusion.

Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

We help children to learn about a range of foods and of the cultural approaches to mealtimes and eating and to respect the differences among them.

Monitoring and Reviews

To ensure our policies remain effective, we will monitor and review them annually, to ensure all EYFS standards are met.

Equality of Opportunity

1.12 Supporting children with Special Education Needs. (EYFS, 1.1,1.2,1.4,2.1,2.2,2.3,2.4,3.2,3.3,3.4,4.1,4.2,4.3)

We provide an environment in which all children including those with Special Educational Needs are supported to reach their full potential and is completely inclusive.

We have regard to the DFES Special Educational Needs Code of Practice (2001)

We identify the specific needs of children with SEN and meet these needs through a range of strategies as well as supporting parents and children with SEN.

We work in partnership with parents and other agencies in meeting children's individual needs.

We monitor and review our policy, practice and provision and if necessary make adjustments.

Procedures

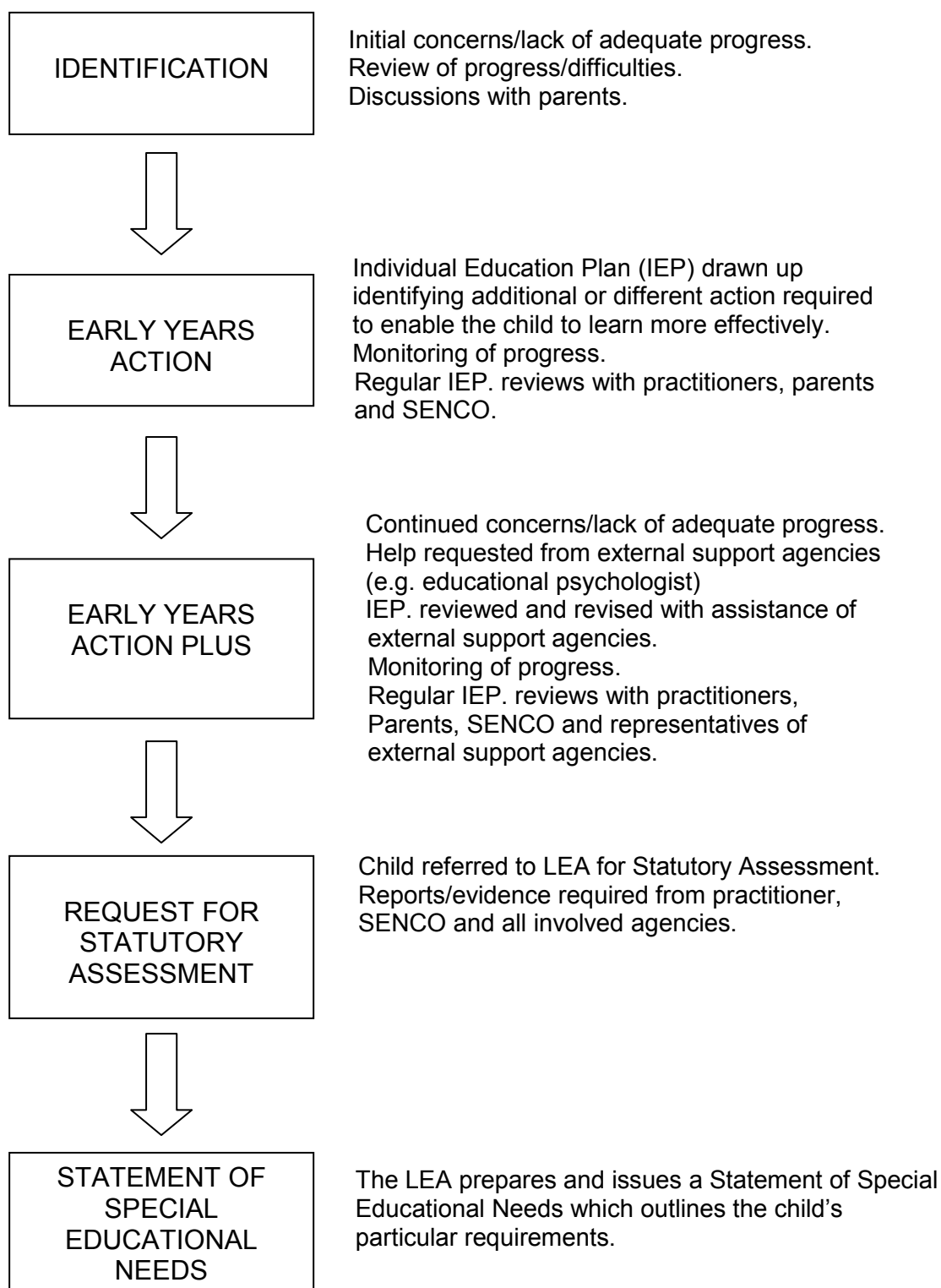
We have a designated Senco.

We ensure that the provision for children with SEN is a responsibility for all staff members.

We use the graduated response system for identifying, assessing and responding to children's SEN.

It is as follows:-

THE GRADUATED APPROACH



We work closely with parents of children with SEN to create and maintain positive partnerships.

Parents are informed at all stages of assessment, planning, provision and review of the child's education.

We provide parents with information, advice and support and we liaise with other agencies.

We provide broad balanced and differentiation curriculum for all children with SEN, through planning, implementing, monitoring, evaluating and reviewing IEP's.

We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statement process and records are maintained.

We access appropriate relevant training specifically needed to support SEN children.

Equality of Opportunity

1.13 Achieving Positive Behaviour. (EYFS 1.1, 1.2,1.3,2.2,2.3,3.2,3.3,4.4)

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

Procedures

We have designated contacts for supporting Personal, Emotional and Social Development.(PSED)

Their roles are as follows:-

Keep up to date with legislation, training, research, handling children's behaviour where extra support maybe required. Records are kept of staff training.

Promoting positive behaviour.

Access relevant sources of expertise on promoting positive behaviour supporting PSED.

Staff to be aware of cultural differences with regard to PSED.

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

We familiarise all members of setting with the settings behaviour policy, expect people to keep the guidelines consistent.

Parents are regularly informed of children's behaviour, if reoccurring observations are used to understand the cause and jointly discovering how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour.

- We continuously encourage positive behaviour and re-enforce this with lots of praise and encouragement, appropriate for age and stage of development. Acknowledge considerate behaviour such as kindness and willingness to share.
- Supporting a child in developing self-esteem, confidence and making the child feel valued and welcome.
- We try and avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We never use physical punishment, smacking or shaking or techniques to single out or humiliate the child and children are never threatened with these.
- We use physical restraint such as holding to prevent physical injury to children or adults or serious damage to the property. Parents are informed of any such action on the same day.

Support for the children will be developmentally appropriate and differ for different ages of children, who will have support from staff.

In a case of common, inconsiderate or hurtful behaviour of other children, including tantrums, swearing, name calling or racist comments, rough play, hurtful behaviour, bullying, biting and fighting, towards other children of staff. Staff will remain calm

and patient, helping children to manage their feelings by talking to them to help resolve issues and promote their understanding.

- If this behaviour becomes frequent, staff will try and determine the underlying cause.
- If unacceptable behaviour persists, on occasions the child may be asked to have a quiet moment to reflect on what has happened.
- Parents will be informed of all the behaviour which is particularly worrying
- Nursery staff and parents will work together to promote positive wanted behaviour e.g. asking other Professionals for advice.
- If a child's behaviour shows no sign of improving then after working through the partnership with parents and contacting outside help (e.g. area Senco) then the situation will have to be reviewed with parents.
- All staff and parents will be consistent in their approach.
- All behaviour issues with all the children are confidential and information will only be discussed with the relevant child's parents or carers.

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

Promoting Health and Hygiene

1.14 Animals in the setting. (EYFS 1.4,2.3,3.3,4.1,4.4.)

Procedures.

We undertake risk assessments for any hygiene or safety risks posed by the animal.

We provide suitable feeding and housing for the animal.

Children are supervised at all times when handling animals and children wash hands after handling.

If animals or creatures are brought in by visitors they are the responsibility of the animal keeper and they carry out a risk assessment.

Farm Visits- A risk assessment is carried out and the outings procedure is followed.

1.15 Administering medicine (EYFS1.4, 2.2., 2.4, 3.2)

Procedures- Please refer to Health Policy

Whilst it is not in our policy to care for sick children, who should be at home until they are well enough to return to nursery, we will agree to administer medication as part of maintaining their health and well being and if needs be under an agreed management plan and/or individual risk assessment, which is reviewed every 12 months. If the child is taken to hospital all their medication and forms will be taken with them.

If a child needs to have medication at Nursery the parent must sign a medicine slip for us to be able to give medication. The medicines are labelled and stored in the office or in the Ladybird fridge in a suitable place at the correct temperature away from the children. When the medication has been administered the permission slip needs to be signed by two signatures and recorded on a medicine sheet. If the child needs to be administered Calpol, all parents need to complete the section on the registration form, so that if a child needs calpol in an emergency, we will ring to speak to the parent to get their permission, and they will sign a medicine slip on their return when they collect their child.

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

Managing medicines on trips and outings.

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

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

1.16 Managing Children with Allergies or/ who are sick and infectious (EYFS1.2, 1.4, 2.2, 2.4, 3.2.)

Procedures

Parents are asked to inform staff of any known allergies, and recorded on the registration form.

A risk assessment is completed to detail the following before the child begins nursery:-

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

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

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

Oral Medication

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

Life Saving Medication and Invasive treatments.

A letter from the child's GP or consultant stating the condition and what medication if any to be administered.

Parent's complete a management plan and staff will be trained appropriately. This training will be documented and reviewed accordingly.

All medications will be administered by the child's key person, or buddy staff.

1.17 Nappy Changing (EYFS 1.2, 1.4, 2.2, 2.4, 3.2)

Key persons/ buddy undertake the changing of the child's nappy.

Staff use appropriate protective clothing and all staff are familiar with the hygiene procedures and any special requirements for the children.

Nappy changing routines are located in the dedicated changing area and all staff trained and follow this guidance.

1.18 No Smoking (EYFS 1.4, 2.1, 3.2)

The nursery is a no-smoking area and all staff, parents, volunteers or anyone who attends acknowledge this.

Staff should only smoke during dedicated break times and in the dedicated area. Staff should make every effort to reduce the effect of odour and lingering effects of passive smoking for children and colleagues.

1.19 Food and Drink (EYFS 1.4, 2.1, 2.2, 2.4, 3.2, 3.4, 4.4)

Before a child begins nursery parents inform us of their dietary needs and preferences. Information is recorded about each child's needs on the registration form and updated when necessary.

All staff are made aware of a child's dietary needs and we ensure that a child only receives food and drinks that is consistent with the child's dietary needs and preferences. If children are bringing in a packed lunch, parents must ensure that cool packs are included as lunches will be stored in the nursery rooms.

We display weekly menus and inform parents of what the child has eaten daily.

We provide nutritious well balanced meals. We offer multi-cultural foods regularly.

Children are provided with fresh water at times throughout the day.

1.20 First Aid (EYFS 1.3, 1.4, 2.2, 2.4, 3.2, 3.4)

We have fully stocked first aid boxes which are checked every 3 months and replenished when necessary.

No un-prescribed medication is given to children, parents or staff. Parents sign the registration form to enable qualified first aid staff to administer first aid or for permission for Emergency Medical Treatment.

If a child, parent or member of staff has an accident on the premises, then a first aider is called to assess the situation that will follow the first aid procedures and if needed request an ambulance and another member of staff will telephone the Emergency services.

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

The first aid boxes are checked every three months and orders completed if need replenishing.

The accident book will be completed and signed by parents and any child, parent or staff injury that needs to be reported to Riddor and Ofsted is done at the earliest convenience by the Principal.

SECTION 2.

2.1 Employment (EYFS 1.3, 2.4, 3.4)

To meet the EYFS requirements we adopt the following:

Children under 2 years 1 adult to 3 children

Children aged 2-3 years 1 adult to 4 children

Children aged 3-7 years 1 adult to 8 children

We use a key person approach to ensure children have a named member of staff, with whom they form a relationship and who plans with parents for the well-being and development for the child in the setting.

Regular meetings are held with parents and key person.

Staff liaise with one another in each room, to discuss future plans.

Staff Recruitment and Selection.

We work towards offering a quality of opportunity by using non-discriminatory procedure for staff recruitment and selection.

Staffs are advertised for internally within the Nursery, in the local papers, job centres and local colleges and then they are interviewed by the Principal. All staff are issued with job descriptions.

Written references are asked for and checked out, and then the interviewees are welcome to stay at the Nursery for a morning or full day fully supervised. The new member of staff is selected and then they are introduced to their full role on their first day by the Group supervisor or Principal.

Training and Staff Development.

The Principle holds an Early Years Foundation Degree, and 90% of staff hold a recognised minimum level 3 qualification.

Staff are continuously encouraged to complete training and this is continuously reviewed at staff reviews.

Managing staff absences.

In order to cover staff absence, only 2 staff are allowed to take annual leave at any one time and this is organised at weekly staff meetings. When staff are ill, we have a contingency plan to organise cover to maintain our ratios using our supply staff cover. Sick leave is monitored and action is taken where necessary, in accordance with the contract of their employment.

2.2 Induction of staff, volunteers and managers. (EYFS 1.3, 2.4, 3.2)

The Introduction procedure is as follows for all staff:-

- 1) The Enhanced Disclosure forms are issued to the new member of staff with instructions on how to complete. Until we have confirmation of a clear CRB the new staff member is not left unsupervised with the children.
- 2) The new member of staff must be given a tour of the Nursery, showing - fire exits, fire equipment, fire evacuation procedure and location of first aid boxes.
- 3) The new member of staff must be shown the policies of the Nursery and asked to read them.
- 4) The Nursery's policy on confidentiality and behaviour management must be discussed and signed to indicate agreement.
- 5) Conditions of employment must be confirmed as agreed at the interview – working hours, pay, holidays and procedures to follow in the event of illness.

The following targets are set for a new member of staff in the first few weeks:-

1st week: - A new member of staff will be given the staff introduction form to complete over the next 2 weeks. The new member of staff will be expected to read through some of the policies, familiarise themselves with set dinner and snack times and introduce themselves to parents.

2nd week: - The new member of staff will be expected to learn the routine of the room which they are in, read some more policies and introduce themselves to parents.

3rd week:- The new member of staff will be expected to hand in the completed staff introduction form and start to show signs of taking on some of the roles and responsibility in the room and talk to parents about their child's day.

4th week:- The new member of staff will be expected to complete the medicine sheet and accident book under supervision.

5th week:- The new member of staff will be expected by this time to be confident to talk to the parents about their child's day.

6th week:- The new member of staff will be able to work as a team to ensure the daily routine is followed and to feel comfortable to put forward ideas to other staff members.

Once a week during the first 6 weeks the member of staff in charge will talk to the new member of staff on a one to one basis to discuss how they are getting on and to overcome any problems.

After 3 months there will be an interview with the Principle and the new staff member to go through all aspects of work and a contract issued if applicable.

2.3 Student Placements (EYFS 1.3, 2.4, 3.2)

We require students on qualification courses to meet the suitable person requirements of Ofsted and have CRB Checks carried out.

For students less than 17 years a vouch of their good character is requested from the school. These students are supervised at all times and they are required to keep our confidentiality policy.

No volunteer students are counted in ratios.

We take out insurance which covers trainees and volunteer helpers.

We cooperate with the students tutors to support the requirements of their course.

We provide students at the first session with a short induction, regarding confidentiality, health and safety, no lifting of children, no opening the main entrance doors, policies, fire drills etc.

We limit the amount of students to 1 student per room and we request the student has an interest in childcare before allowing a placement.

SECTION 3

3.1 Risk assessments (EYFS 1.3, 3.3., 3.4)

The steps which we follow for risk assessments are:-

Identification of the risk, where and what it is

Who is at risk

Assess as to the level of risk

Control measures to reduce or eliminate the risk

Monitor and review at least once a year

Each room is responsible for completing daily designated indoor and outdoor checks.

Any problems identified are removed if possible and then reported to the Principal and then the Principal records it in the maintenance book.

3.2 Health and Safety General Standards (EYFS 1.3, 1.4, 3.3)

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

We have a designated health and safety officer.

We have relevant insurance cover and the certificate is displayed in the office.

Awareness Raising.

All staff are aware of the health and safety policy and procedures and copies are displayed.

Staff receive induction training and then re-visit this training when necessary.

Records of training are kept.

Children are made aware of health and safety issues through discussions, planned activities and routines.

3.3 Fire Safety and Emergency Evacuation (EYFS 1.3, 3.3, 3.4)

Risk assessments are written and reviewed by the Principal.

Fire safety and Emergency Evacuation is approved by Fire Safety Officer.

The evacuation assembly point is displayed prominently in each room and outdoors.

We carry out regular evacuations, which are recorded, so the children become familiar with the sound of the fire alarm and are aware of the procedure.

Fire safety equipment is checked regularly and recorded.

Collection of children in an Emergency:-

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

3.4 Recording and reporting of accidents and incidents (EYFS 1.3, 1.4, 2.2, 2.4, 3.4)

All accidents are reported in the accident book and completed by the person who dealt with the accident and signed by the parent. The accident book is reviewed every 3 months in line with the first aid boxes, or earlier if staff notice a repetitive injury occurring.

Ofsted is contacted with regard to any treatment needed by a doctor, hospital.

If required the accident will be reported to Riddor.

Information for emergency services are displayed in each room by the telephone.

3.5 Food Hygiene (EYFS 1.3, 3.3, 3.4)

We provide morning snack, cooked lunch and afternoon tea.

All staff hold a food hygiene certificate which is renewed every 3 years.

All staff follow the guidelines of Safer Food Better Business and complete daily logs.

Children do not have unsupervised access to the kitchen, but when taking part in cooking activities children are encouraged the importance of simple hygiene, food and tool safety, supervised at all times and kept away from hot surfaces, electrical equipment and hot water.

Reporting of food poisoning.

If we have a number of reports from children or adults, of a suspected food poisoning case, this has to be diagnosed by their GP's.

The Principal then contacts the Environmental Health Department and complies with any investigation.

If the food poisoning is identified as a notable disease under the public health regulations 1988, then the setting will then report the matter to Ofsted.

Section 4.

4.1 Administration Admissions. (EYFS 1.2, 2.1, 3.3, 3.4)

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

The Nursery requests a non-refundable £40.00 Registration fee along with a completed Registration form and the sessions which parents request in order to hold a place open for a child and this place will be held for a period of no more than 12 months, unless prior arrangements are made with the Principal. If parents do not

require the sessions which have been reserved at least one months notice is required, if the notice period is not given, then the child's full monthly fees will be required.

When the child is due to begin, the Nursery or parent get in contact to arrange a suitable time for that child and carer to come for their introductory settling-in sessions.

The parent/carer must complete and sign a registration form which provides the Nursery with the following details:-

- Name, child's home address and date of birth of the child.
- Name of parents, telephone numbers and email address.
- Emergency contact numbers.
- Who has legal responsibility and legal contact for the child.
- Child's doctors name, address and telephone number.
- Details regarding admission of calpol in case of emergency.
- Special Diets.
- Information regarding ethnicity, religion and cultural background.
- Illness and Inoculation details.
- Details of special needs.
- Parental consent on outings, and action in the event of emergencies.
- Permission for the children to use the internet (child safety controlled).
- Permission to assess and observe the children regularly.
- Permission to take the children's photographs to be used within the Nursery and to use for the Quality Assurance award and for assessments.

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

The following have parental responsibility:-

- The natural mother of the child.
- The natural father of the child- provided he was married to the mother when the child was born, or registers the birth of the child alongside the mother, or subsequently marries her.
- Anyone who has a residence order which is currently in force in respect of the child.

These people do not automatically have PR:

- The father of the child is he and the mother have not been married and he has not registered the birth alongside the mother.
- Grandparents or other relatives.
- Step-Fathers
- Guardians of the child appointed by will.

Therefore, the nursery consent forms must only be signed by parents with PR.

The children can be collected by parents who do not have PR but the nursery must have written consent from the parent who has PR, and this should be completed on the collection form.

If necessary the nursery has the right to request to see a child's birth certificate.

Parents/Carers will be also asked to provide the Nursery with any further information which they feel would enable us to take the best care of their children, and they will

be issued with an “all about me form” to complete for this information. Parents will also be issued with an exercise book which must be used to pass on messages to staff. These can be completed prior to arriving at nursery in the morning and then handed over to key person or another staff member on arrival, for staff to read.

Parents/Carers will also be asked to complete a collection form with a password system in order to ensure their child’s safety when other people are collecting. If parents would like to change their sessions, or ask for extra sessions a request form must be completed and the session changes will be confirmed with the parent.

Waiting Lists

We ask for a £40.00 registration fee to reserve the sessions which the parents require and we reserve this for a maximum of 12 months, if we cannot offer a child a place, the child is then put onto the waiting list and this list is reviewed regularly.

4.2 The Role of the Key Person (EYFS 1.2, 1.3, 1.4, 2.2, 2.4, 3.2, 3.3, 4.4)

The Nursery operates a key person system, as when a child begins Nursery or when a child moves into a new room, then the parents and child will be introduced to their key person and that key person will give the parent an information sheet regarding their likes and dislikes and some background information about themselves in order to make the parent and child feel at ease and can straight away build up a relationship. The key person is responsible for the induction of the family and for the settling of the child into the nursery.

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

The purpose of a key person is for parents to have a continuous point of contact, for the child to build up a close relationship when beginning Nursery in a new room, and the Key person is responsible for ensuring all assessments are kept up to date.

We provide a buddy system if the key person is absent. Parents are welcome to speak to all staff as well as their child’s allocated key person as we operate an open door policy at Nursery and opportunities to speak with each child’s key person will be at bi-monthly open day for parents.

Settling in

It is of paramount importance to this Nursery that all children in the Nursery should be treated with great care and consideration. A new child should feel comfortable and integrated into the life of the Nursery as quickly as possible.

Prior to the child beginning nursery, we issue monthly newsletters and offer a home visit if requested.

Depending how confident the child is, or how the parent wishes to settle in their child, depends on the length of the settling in period. However, the procedure is as follows:-

- a) Parents are invited to stay with their child if they wish in the allocated room. Initially settling-in periods are recommended to last for one hour, where the key person will be working closely with the child, and having discussions with parents.
- b) Parents are welcome to use the parent room if they wish to leave their child for part of the time.
- c) When the child is settled enough, the parent increases their time away from their child and is welcome to leave the Nursery where we will charge the hourly rate for this time.
- d) When the child is confident, gradually the time increases to a full session.
- e) If we feel that the child is not ready to begin Nursery, and he/she is finding it difficult to settle in the environment, then we will suggest to the parent to provisionally stop Nursery and see how the child feels at a later stage.
- f) We recognise how valuable a Nursery setting is to every child, and if the parent does not have a positive attitude towards leaving their child, then this will undoubtedly reflect on the child's confidence when settling. We may suggest alternative child care arrangement for you and your child if your child is not settling, as we appreciate that this can be a difficult time for both adult and child.
- g) On occasions the key person may suggest that a child increases their weekly sessions to help them to settle within the nursery, or may suggest to bring in familiar transitional objects from home.
- h) Once the child is completely settled the key person will work through the assessment sheets with parents to establish at what stage the child is at and then enabling the staff member to plan for the child's next steps.

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

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

4.3 **Provisions of the Early Years Foundation Stage.**

- 1) Free for 3 and 4.

The Nursery is registered in order to accept Free for 3 and 4 funding for the term after the child's third birthday until the child begins school. This is worked out by the child's date of birth and the county in which they live and each parent will be informed by the Nursery, as soon as their child is eligible for the funding. Separate letters will be issued with funding details in order for parents to obtain more information.

2) The Curriculum.

From January 2008 the Nursery began to introduce through observation, planning and assessing the Early Years Foundation Stage, which is now a legal requirement.

Purpose and Aims of the Early Years Foundation Stage (EYFS).

Every child deserves the best possible start in life to develop to their full potential and a safe, happy and secure childhood is very important and by achieving this, then this provides the foundation for children to make the most of their abilities and their talents.

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well being.

At Nursery we do this by:-

- Setting the standards for the learning, development and care of young children by ensuring that every child makes progress and that no child gets left behind.
- Providing for equality of opportunity and anti-discriminatory practise and ensuring that every child is included.
- Creating the framework for partnership working between parents and professionals and between all settings which each child attends.
- Improving quality and consistency through a universal set of standards which end the distinction between care and learning and provide the basis for inspection and regulation regime.
- Laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by ongoing observational assessments.

The EYFS outlines Early Learning Goals which most children are expected to achieve and these begin at birth and continue until the end of their reception class year at school.

The areas of learning are as follows:-

- Problem solving, reasoning and numeracy.
- Creative development.
- Knowledge and understanding of the world.
- Communication, language and literacy,
- Physical development.
- Personal, social and emotional development.

The aim of the Nursery is to plan a curriculum using the areas of learning to provide the children with learning experiences of the highest quality, considering both children's needs and achievements and the range of learning experience that will help them to make progress towards (and where appropriate, beyond) these goals.

Children progress at different levels and these levels describe children's typical progress towards these goals from birth.

3) Planning for the children aged 3 months to 5 years.

As soon as children are born, they thrive on learning about the world around them. As they grow, their ability to learn grows with them. The National Curriculum provides children with opportunities to broaden their learning abilities. We aim to promote all areas of the National Curriculum to children from an early age through the new EYFS Curriculum.

The areas which we cover are as follow:-

- A Unique child:- The Components which make a unique child are child development, inclusive practise, keeping safe and health and well-being.

We would like all children to be strong, capable, self assured and confident and by supporting and encouraging the children to make and secure relationships in a nurturing and loving environment these skills will naturally develop.

- Positive Relationships:- The Components which make positive relationships are respecting each other, parents as partners supporting learning and a key person.

In order to build and maintain positive relationships children need to be together with dedicated staff developing warm and purposeful relationships. We recognise that parenting can be a hard task, but with our supportive nursery staff we really value parental partnership at Nursery.

- Learning and Development:- The Components which make a child learn and develop are play and exploration, active learning, creativity and critical learning and areas of learning and development.

In order for a child to develop these skills then it is important to begin the early beginnings of being imaginative, being creative representing. And it is important to allow children to share their thoughts, feelings and understandings using drawings, words, movements, music, dance and imaginative play.

- Enabling Environments:- The skills which make a child have enabling environments are observation, assessment, planning, supporting every child, the learning environment and the wider context.

We encourage each and every child to achieve this by making safe and healthy choices as health and social well-being underpin and determine children's responses to their environment and this is encouraged by children building relationships which are close, warm and supportive.

The planning is completed weekly and staff will plan a focussed adult led activity in both mornings and afternoons in order to cover the area of development which is required for children to aim to achieve a certain target. This is a loose plan that may change depending on a wide variety of circumstances, e.g. something a child brings in

from home different to topic related or if during the session the children's interest change regarding the weather, or the children find an interesting insect to observe.

Observations - Children are observed daily to aid planning for individual needs and these are recorded on the children's Early Learning Goal profiles and reviewed regularly. Parents have access to these at all times and they are used very much as a working document for staff.

We also celebrate birthdays and festivals through singing and if parents would like to bring a healthy birthday snack for the children and their friends, please speak with a member of staff to organise this. Thank you.

We have informative parent evenings termly to inform parents in more details regarding the Early Years Foundation Stage and how we complete planning at Nursery. All parents are welcome to these sessions.

If you would like to find out any further information please feel free to ask a member of staff and they can offer you any information which you may be unsure of.

4.3 Parental Involvement (EYFS 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.2)

Partnership with parents is fundamental within our setting as we encourage parents to become involved in many ways to ensure the setting is welcoming and stimulating environment. We believe children benefit most from early years education and care when parents and the nursery work in partnership. When we refer to parents we include all natural, birth parents, step parents, parents who do not live with their child, foster parents, guardians, same sex parents.

We support the parent by involving them in their child's care and education at nursery, and we also aim to support parents in their own education and personal development.

We encourage parents to exchange knowledge with their key person regarding their child's development, progress and next steps through bi-monthly meetings, daily conversations, termly open evenings, telephone, email and newsletters to suit all parents individual requests. Information can also be obtained in other languages, Braille and basic needs if requested.

We encourage parents to share their interests, hobbies and skills by coming into the setting to demonstrate these.

We encourage parents to express their views through open evenings, questionnaires, suggestion boxes and an "open door policy."

We provide opportunities for social gatherings to give parents chances to meet others, during barbeques, sports days, parties, and open evenings.

4.4 Policy on Invoice Payments, Collection of fees and issues of receipts

In all cases fees are to be paid on receipt of a bill as payment is requested one month in advance. Fees are to be handed into the Principal or staff. If given to staff, staff

must place the fees in the allocated place. Receipts are then written and these are distributed with each child's letters.

If fees are outstanding parents will be informed no more than 3 times and if fees have still not been settled then this will result in termination of place.

Fees are charged all year round, for all sessions enrolled for, except when the Nursery is closed i.e.:- Bank Holidays and approximately 1 week at Christmas. Please note that we charge for all times that the child is away, for example, sickness or family holidays in order to retain the place for the child.

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

4.5 Working in Partnership with other agencies (EYFS 1.3, 1.4, 2.1, 3.4)

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

Procedures are in place for sharing information about children and families with other agencies as we ask parents to sign a multi-agency agreement form when they join nursery.

Information shared by other agencies is kept confidential and not shared without consent from that agency.

Staff from other agencies do not have unsupervised access to the children they are visiting or any other children in the setting.

The staff do not discuss or share information about any named child or family.

When necessary we consult with local or national agencies to help us gain knowledge and understanding of any relevant issues to provide support for our parents.

Section 5 Record Keeping.

5.1 Children's records. (EYFS 1.2, 2.1, 3.1,)

Developmental Records

These are observations of the children in the setting, photographs, video evidence, samples of their work and summary assessment sheets.

These are freely accessible to the child's parents and staff.

Personal Records

These include registration, collection, multi-agency, all about me forms, any confidential forms involving the child.

These are stored in the office in a safe place.

Parents are welcome to access their child's personal records but are unable to access other children's information.

Staff will not discuss personal information given by parents with other staff members and all staff are made aware of the importance of confidentiality.

5.2 Provider Records. (EYFS 1.2, 2.1, 3.3.)

We retain records including

Employment records of staff

Risk Assessments

All records are kept securely and are responsibility of Principal to be maintained.

Financial records are kept up-to-date for audit purposes.

Health and Safety records are maintained including risk assessments, inspections.

Ofsted registration certificate is displayed.

Public liability Insurance Certificate is displayed.

Staff records are kept secure.

SECTION 6

Countryside Day Nursery's Visions, Aims and Operational Plan.

Vision and Aims.

- For the children to have fun and enjoyment from attending the Nursery and to meet and develop the all-round developmental needs of each individual child.
- To provide an educational experience for the children and for them to benefit from the Nursery with the aid of fully qualified and experienced staff.
- To ensure that all children are having the best possible access to the Early Years Foundation Stage Curriculum in order to meet their individual needs.
- To provide a happy and welcoming environment for parents, children and staff.
- To provide activities that the children may not have access to, and to ensure that this equipment is well maintained and in excellent condition.
- To prepare the child for the transition to school as much as possible, and to enable the child to socialise with peers that may be attending the same school.
- For the child to gain independence and confidence during their time with us.
- To provide a good establishment to recruit trainees and involve them as much as possible with the everyday routine.

The Use of Space and Grouping of Children.

The rooms are as follows:-

1) Squirrel Room	3-4 years (approx)	20 children
2) Badger Room	4-5 years	24 children
	5-10 years	for After School Club
3) Hedgehog Room	2-3 years	16 children

4) Ladybird Room	3 months-2 years	15 children
5) Montessori Room	3-10 years	8 children

Rooms 1, 2, 3 and 4 are self contained rooms for each particular age group. Each room has a messy area and a play area where activities are set out according to age and ability.

Rooms 1, 2, 3 and 4 have their own individual toileting area or nappy changing facilities and the same staff work in each room, therefore, the children gain continuity of staff throughout their sessions.

The Badger Room (2) is also used for the After School Club from 3-30pm onwards.

The Montessori Room is used to take groups of children to complete activities and the younger children (i.e. the 1-3 year olds) can also use this room when available for small activities or using the computer. French, Ballet and other activities are also held in this room.

Activities which we provide.

Countryside Day Nursery aims to provide the children with a wide variety of “well maintained” equipment which is updated frequently.

Some of the many activities which we provide are as follows:-

Art and Craft activities	Sand/Water/PlayDoh/Clay/Gloop
Home Corner/Role play areas	Book Corners & a wide variety of book
Construction equipment	Puppets
Dressing up	Music & musical instruments
Parachute	Large outdoor play areas
Rabbits/Fish/Sheep in Spring	Large outdoor climbing equipment
Bicycles and trikes	Balls and Hoops
Board Games	Jigsaws - Floor and Table
Interest tables according to topics	Dolls
Trains and Train set	Cars and Garage
Computer with CD-ROM	Outdoor learning environment
Shape sorting toys	Floor toys
Small rocking toys	Montessori Equipment
Gardening	Music activities

Staffing Structure.

This is as Follows:-

Owner	Mr Michael Marshall
Principal	Mrs Grace Raines

Group Supervisors

Ladybird Room	Miss Jess Dobbs
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Hedgehog Room
Squirrel Room
Badger Room
After School Club

Miss Donna Kilpatrick
Mrs Lorna Edwards
Miss Debbie Simmons
Ms Cath Jones

Other staff as listed work in the same room, and work alongside the Supervisors.

Cook Mrs Joan McNeil

Staff Management.

<u>Supervision</u>	<u>Responsible to</u>	<u>Responsible for</u>
Principal/Manager	Owner	Group Supervisors Assistant Group Supervisors Cook Nursery Assistants Trainees
Group Supervisor	Principal Owner	Assistant Group Supervisor Nursery Assistants Trainees
Assist. Group Supervisor	Group Supervisor Principal Owner	Nursery Assistants Trainees
Nursery Assistants	Assist. Group Supervisor Group Supervisor Principal Owner	Trainees

Staff Meetings.

A staff meeting takes place every week with the Group Supervisors and the Principal to discuss staff cover for the following week, and any issues.

Staff in each room liaise with their individual staff teams to discuss activities, planning and assessing.

A monthly staff meeting takes place in the evenings to discuss any training which staffs have attended and any issues and ways in which to continuously improve our practise. Minutes of these meetings are taken.

Training.

When any training is available, the Principal informs the staff and if interested then they are to write their name on the board. If a member of staff has not participated in any recent training, then they are encouraged by the Principal to do so.

Staff Professional and Performance Development Reviews.

These are completed every 6 months.

Obtaining and Responding to Feedback.

Parents are welcome to talk to any members of staff either in the room with their child or privately in the office, at any time during the day, in this way we obtain and respond to feedback and deal with any issues that have arisen. Parents can also speak to the Principal at any time during the day, email at any time, or they can leave a message with their key person or staff member and the Principal will speak to them at a convenient time for both parties.

Every other month parent days are organised so that parents can come and have an allocated private time in order to speak with the key person who is working with their child.

Countryside Day Nursery's Policy in Health.

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

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

Please note if a Doctor prescribes antibiotics/antibiotic cream for any disease/illness – all children must have taken these antibiotics on the prescribed day for at least 24 hours before returning to Nursery.

Please read and adhere to the following guidelines for children with infectious diseases.

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

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

- **Chicken Pox (Varicella).**

Incubation period: 13 – 17 days.

The condition is infectious and the child may return to Nursery when all the spots have scabbed over and the child is well.

- **Conjunctivitis.**

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

- **Fifth Disease (Slapped Cheek Syndrome).**

This viral illness causes a characteristic rash on the face (hence its alternative name of Slapped Cheek Syndrome) body and epidermis occur, mainly in young children, every three or four years. It causes few or no other symptoms in children. Adults may experience joint pains.

Pregnant women should seek medical advice if they have an illness with a rash or if the children they are looking after have Fifth Disease. They should avoid further exposure to such children until they have received medical advice.

- **Hand, foot and Mouth.**

Incubation period 3 -5 days.

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

- **Head Lice**

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

- **Hepatitis A.**

Incubation period 15 – 50 days.

Children are infectious for one to three weeks before jaundice appears and for a few days after. Exclude while children are ill.

- **Hepatitis B.**

Incubation period 45 – 180 days (average 60 – 90).

This type of hepatitis is transferred from person to person by blood products from a case or carrier infecting another person via injections or abrasions, etc.

- **Impetigo.**

The child must be excluded until given 24 hours treatment. Lesions should be covered if possible.

- **Infectious Diarrhoea and Sickness.**

There are often small outbreaks of gastro-intestinal upsets in schools/nurseries. These are usually due to viruses which are highly infectious and we treat these infections very seriously as we try to eliminate the spread of infection throughout the Nursery extremely quickly. Attention to personal hygiene may help to control the outbreak. Therefore, as a result, the child **must** remain away from Nursery for 24 hours after last loose bowel movement or until a formed stool is passed and 24 hours after the last bout of vomiting and ensuring the child is eating and passing food normally.

- **Influenza.**

Incubation period 1 – 3 days.

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

- **Measles.**

Incubation period 8 – 13 days.

Vaccination offered to all pre-school children as MMR vaccine. Measles is therefore now very uncommon in school age children.

Children are very infectious just before the rash appears and for 4 days after. They should be excluded for the period of 4 days from the appearance of the rash.

- **Meningitis.**

If one case of meningitis (whether viral or bacterial) occurs in your school/nursery, control measures are not normally necessary. A letter to parents with the leaflet “About Meningitis” may be helpful. Children who have had a case of meningitis in the family should be allowed to attend nursery normally, even if they have been given antibiotics as a precaution.

- **Mumps.**

Incubation period around 14 – 21 days.

Vaccination offered to all pre-school children as MMR vaccine.

Children are infectious for one week before the swelling starts and until one week afterwards. They need to be kept off nursery for 1 week after infection has begun.

- **Pediculosis (Head Lice).**

Ensure that the condition is treated. Follow current Health Authority Policy.

- **Ringworm.**

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

- **Rubella (German Measles).**

Incubation period 14 – 23 days.

Vaccination currently offered to all pre-school children as MMR vaccine. Rubella is therefore very uncommon in school age children. Women teachers of child bearing age have a high risk of catching Rubella if they are not immune and should contact their GP if immunity is unknown.

- **Scabies.**

Ensure that the condition is treated.

- **Threadworm.**

No exclusion. Ensure the condition is treated.

- **Verrucae and Warts.**

Normal activity. No exclusion from P.E., swimming or barefoot activities.

- **Whooping Cough (Pertussis).**

Incubation period 7 – 10 days.

Vaccination offered to all pre-school children.

Children are very infectious in the first week of coughing and less so subsequently. Exclusion should be for a period of at least 14 days from the onset of the characteristic paroxysmal cough. Children can return after this time when clinically recovered, they may often continue to whoop for long after they cease to be infectious.

**Roles and Responsibilities at Countryside Day
Nursery.**

Health and Safety Officer- Grace Raines

Child Protection Officer - Donna Kilpatrick

Child Protection Co-ordinator- Donna Kilpatrick

Senco - Lorna Edwards

Communication, Language – Lorna Edwards
and Literacy Representative

Personal, Social and Emotional- Mandy Samuel
Development Representative