

Twisty Tails Nurseries



NURSERY POLICY
HANDBOOK

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Safeguarding Children Policy

At Twisty Tails we believe that our children have a right to an environment where they feel safe and protected.

This safeguarding policy will outline the following:

1. Principles
2. Designated Member Of Staff
3. Safer Recruitment
4. Volunteers
5. Induction & Training
6. Dealing With Concerns
7. Safeguarding In Nursery
8. Online Protection
9. Conduct Of Staff
10. Physical Contact & Restraint
11. Allegations Against Members Of Staff
12. Recording Disclosures

1. Principles

Twisty Tails recognises its duty to protect children and young people from harm and respond to child abuse under the UN Convention of the Rights of the Child, according to our values and philosophy and mission statement.

We believe that every child has always and in all situations a right to feel safe and protected from any situation or practice that may result in them being physically or emotionally affected.

We agree that we have a primary responsibility for the care, welfare and safety of the children in our charge. In order to achieve this, all staff and volunteers in this , in whatever capacity, will always be proactive in child welfare matters, especially where there is a possibility that a child may be at risk of significant harm.

The aims to create an environment where parents and children feel free to talk about any concerns and will view our as a safe place.

Children's concerns will be taken seriously if they seek help from a member of our staff. However, staff cannot guarantee confidentiality if concerns are such that a referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In our , if we have suspicions about a child's physical, sexual or emotional well-being, or that they are being neglected, we will take appropriate action.

At Twisty Tails we:

- Assert that staff and volunteers are an integral part of the child safeguarding process.
- Recognise that safeguarding children is the responsibility of all staff, including volunteers.
- Will ensure that all staff and volunteers are aware of and know how to report concerns or suspicions.
- Will have a senior member of staff as a Designated Safeguarding Person (DSP) with the knowledge and skills in recognising and acting on child protection concerns. He/she will act as a source of expertise and advice and is responsible for co-coordinating action within the and liaising with other agencies.
- Will ensure (through the DSP) that staff with designated responsibility for child protection will receive appropriate training.
- Will share our concerns with others who need to know and assist in any referral process.
- Will refer concerns to the DSP if we believe that a child may be at risk of suffering significant harm, the DSP will follow the Safeguarding policy and procedures.
- Safeguard the welfare of children whilst in , through positive measures to address bullying, which may be caused by sexual factors, racial factors, disability or special educational needs.
- Will ensure all that all staff are aware of the child protection procedures and will act on any guidance or advice given by them.
- Will ensure, through our recruitment and selection of volunteers and paid employees that all people who work in our are suitable to work with children.

2. Designated safeguarding person (DSP)

The designated member of staff for child protection in the is: **Manager**

The DSP is key to ensuring that proper procedures and policies are in place and are followed regarding child safeguarding issues.

The DSP will also act as the resource, available for other staff and volunteers.

The recognises that:

- The DSP must be a senior member of staff in the
- The DSP will need to build effective working relationships with colleagues
- The DSP should possess skills in recognising and dealing with child welfare concerns

- The DSP will support the Area Manager in referring cases of suspected abuse or allegations to the relevant investigating agencies

To be effective, the Designated Safeguarding Person will:

- Act as a source of advice, support and expertise within the and be responsible for coordinating action regarding referrals by liaising with relevant agencies over cases of abuse and allegations of abuse, involving both children and members of staff.
- Ensure all members of staff and volunteers at the nursery, and regular visitors, are aware of our safeguarding procedures.
- Liaise with the Area Manager to support him/her in any issues and on-going investigations.
- Ensure that this policy is updated and reviewed annually, and work with the Area Manager on child protection policy.
- Keep detailed, accurate and secure written records of referrals/concerns.
- Ensure parents are aware of the child protection policy in order to alert them to the fact that the may need to make referrals. Raising parents' awareness may avoid later conflict if the nursery does have to take appropriate action to safeguard a child.

The DSP also has an important role in ensuring all staff and volunteers receive appropriate training. All staff and volunteers should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and senior managers.
- Make themselves (and any deputies) known to all staff and volunteers (including new starters and agency staff) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated lead immediately.

3. Safer recruitment

We meet the Safeguarding and Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks of criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions, which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the DBS for staff and volunteers who have unsupervised access to children. This is in accordance with the requirements of the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme.
- We keep all records relating to the employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.

Single Central Record

We keep a Single Central Record of Recruitment and Vetting checks and a Record of ID Checks for all staff, students and volunteers who work or deliver services at the centre.

The Single Central Record includes details of:

- Individuals name
- Role within the
- Organisation
- DBS number
- Date of DBS disclosure
- Confirmation that the Manager or a person delegated by them has had sight of this disclosure
- Confirmation that the Manager or a person delegated by them has seen proof of identification such as a passport or Photo ID. Copies of disclosures must not be kept on site
- For national and external organisations working within the such as NHS healthcare professionals a formal letter from their organisation that clearly outlines that staff have all received DBS clearance.

Disqualification by association

Under current legislation (The Childcare (Disqualification) Regulations 2009) an individual living in a household with someone who is disqualified from working with children may also be disqualified because of their association with them. This applies to household members including partners, children, housemates and lodgers.

In summary the regulations place an obligation on the provider to take appropriate steps to check whether staff are disqualified because they or a person who lives with them have been:

- Found to have committed a relevant offence against a child.
- Made subject to an order or determination removing a child from their care or preventing a child from living with them.
- Found to have committed certain offences against an adult, e.g. murder, kidnap, rape, indecent assault, or assault causing actual bodily harm.
- Charged with certain offences against an adult, or an offence that is related to another that is included on the list of those barred from working with children, held by the Disclosure and Barring Service.
- Made the subject of a disqualifying order
- Previously refused registration as a child carer or have had registration cancelled, unless the cancellation was only for non-payment of fees for continued registration after 1 September 2008.
- Refused registration as a provider or manager of children's homes or have had registration cancelled.

We have a responsibility to ensure staff are suitable to work with children and are not disqualified. This means that we need to ensure staff are aware of the legislation and their obligation to declare if they live in the same household as someone who is disqualified from working with children. All staff are required to disclose any issues affecting their suitability in supervisions.

Disqualification

Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Training and staff development

- All of our staff hold a Level 2 or 3 or an equivalent in childcare or early years.

- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Local Authority workforce development team, regular in-house training and training through the Early Years Alliance.
- Our budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced during induction.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and a disciplinary will take place.

Managing staff absences and contingency plans for emergencies

- Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice. Staff leave and absence is managed effectively to ensure that adult-child ratios are always maintained.
- Leaders organise staff annual leave so that ratios are not compromised. Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the contract of employment.
- We have contingency plans to cover staff absences, as follows:

Arrangements are in place for either supply agency staff or Local Authority creche bank staff.

4. Student placements

Our recognises that qualifications and training make an important contribution to the quality of the care and education provided. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer work experience placements for nursery children.

We aim to provide students experiences that contribute to the successful completion of their studies and provides examples of quality practice in early years care and education.

- We require students on qualification courses to meet the 'suitable people' requirements of Ofsted and have DBS checks carried out.
- We require students in our to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require nurserys placing students under the age of 17 years with the 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.
- Students undertaking qualification courses who are placed in our on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- Our employers' liability insurance and public liability insurance, covers both trainees and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We work closely with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, with a short induction on how our is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

5. Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children. For this reason, any volunteers in the , in whatever capacity, will be given the same consideration as paid staff. Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in regularly or over a longer

period then they will be checked to ensure their suitability to work with children. They will also receive a brief safeguarding induction.

6. Induction & training

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the (including volunteers) will receive basic child protection information during induction and a copy of this policy within one week of starting their job role at the .

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The will provide this training as organised by the Manager.

7. Managing concerns

Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, the DSP (Manager) must be informed.

If anyone observes injuries that appear to be non-accidental, or where a child makes a direct allegation or discloses that they have been abused, the DSP (Manager) must be informed.

Where a child makes an allegation against a member of staff, they must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the DSP (Manager). We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents.

Members of staff and volunteers are not required to investigate suspicions; if someone believes that a child may be at risk they will immediately refer concerns to their advised line manager or the DSP (Manager).

8. Online protection

We will ensure that all equipment in our , including those of visitors, has suitable devices to limit access to inappropriate websites and maximise the online protection of children. If any member of staff is alerted or has any form of concerns, they will follow the safeguarding lines of communication.

9. Professional and personal conduct of staff

The has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- Working alone with a child
- Physical interventions
- Cultural and gender stereotyping
- Managing sensitive information
- Giving to and receiving gifts from children or parents
- Disclosing personal details inappropriately
- Meeting children outside hours or duties
- Engaging in inappropriate conversation through social networks, email or face to face conversation

If an allegation against a staff member where a child has been placed at risk of harm, the allegation could involve other agencies.

10. Physical contact & restraint

Members of staff may have to make physical interventions with children. Members of staff should only do this where:

- It is necessary to protect the child, or another person, from immediate danger, or
- The member of staff has received suitable training

11. Allegations against members of staff

If anyone alleges that any member of staff (including any volunteer or senior manager) has put a child at risk and acted inappropriately, this will be dealt with by the DSP (Manager), unless the allegation is against the Manager, when the Area Manager will investigate and handle the matter.

Looked after children

We are committed to providing quality provision based on equality of opportunity for all children and their families. All our staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We 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 an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

We place emphasis on promoting children's right to be strong, resilient and listened to. 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 foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. We understand that 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.

Principles

- 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 offer placements for funded babies and children under two years who are in care to enable a child to play and engage with other children.
- 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 that they will have formed a secure attachment to the carer. We expect that the placement in the will last a minimum of one term.

- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.
- The designated person for looked after children is the Designated Safeguarding Person.
- 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, professionals and staff involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The recognises the role of the Local Authority Children's 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 parent's or foster carer's role in relation to the , without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.

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

- Their emotional needs and how they are to be met.
- How any emotional issues and problems that affect behaviour are to be managed.
- Their sense of self, culture, language(s) and identity – and how this is to be supported.
- Their need for sociability and friendship.
- Their 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 at the , when, where and what form the contact will take will be discussed and agreed.
- What written reporting is required.

- With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the child's activities that include parents, such as outings and fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking 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 sufficient relationship with his or her key person for them 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 by their keyworker. The keyworker will monitor the child's sociability and their ability to manage their feelings with or without support.
- Further observations about the child's communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- 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 local authority's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to nursery will be dealt with sensitively. The designated person and/or the child's key person will liaise with the nursery, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Fundamental British Values in the Early Years

The fundamental British values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs are implicitly embedded in the 2014 Early Years Foundation Stage.

Democracy:

- Managers and staff should encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. When appropriate 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.
- Staff should support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law:

As part of the focus on managing feelings and behaviour:

- Staff should ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff should collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty:

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff should provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage 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:

As part of the focus on people & communities, managing feelings & behaviour and making relationships:

- Managers and leaders 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 and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and 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, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

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.

Preventing Extremism and Radicalisation Policy

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty).

Twisty Tails is committed to providing a secure environment for children, where they feel safe and are kept safe. All adults in our recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, all staff, including visiting staff, volunteers, students on placement and visitors will contribute to our’s delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 20041.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to Safeguard and Promote the Welfare of all Children.

Ethos and Practice

When operating this policy we use the following accepted Governmental definition of extremism which is:

‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

- There is no place for extremist views of any kind in our , whether from internal sources –children, staff or management, or external sources - nursery community, external agencies or individuals. The children see our as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.
- As a we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our children.
- We aim to provide a broad and balanced early years curriculum, delivered by skilled professionals, so that our children understand and become tolerant of

difference and diversity and also to ensure that they thrive and feel valued and respected as individuals.

- Children can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet. There may be times when children may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate supported through discussion with children and their families and the Code of Conduct for staff.
- Where misconduct by a member of staff is proven the matter will be referred to the Local Authority.

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of the , such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Children exposed to extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for Assistance.
- Local authority services, and police reports of issues affecting children in other nurserys or .
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

- Our will closely follow any locally agreed procedure as set out by the Local Authority and/or the Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

- We will ensure our teaching approaches help children to build resilience to extremism and give them a positive sense of identity through Personal, Social and Emotional development and the promotion of critical thinking. We will aim to ensure that all our staff are equipped to recognize extremism and are skilled and confident enough to challenge it in a way appropriate to the child's age and level of development.
- We will facilitate a 'safe place' for children to speak confidently and openly about any worries or concerns they may have concerning their safety and will equip our children with the appropriate skills to become self-assured young people.
- This approach will be embedded within the ethos of our so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.
- We will work with local partners, families and communities in our efforts to ensure our understands and embraces our local context and values in challenging extremist views and to assist in the broadening of children's experiences. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and in such instances seek external support from the Local Authority and/or local partnership structures working to prevent extremism.
- At our we will promote the values of democracy, the rules of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

Whistle Blowing

- Where there are concerns of extremism or radicalisation children and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Safeguarding

- Staff at our will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; staff may be aware of information about a child's family related to extremism that may place a child at risk of harm Therefore all adults working in our (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Person.

Training

- Training on Safeguarding and Child Protection will be organised for staff and management at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.
- The Designated Safeguarding Person will attend training courses as necessary.

Recruitment

- The arrangements for recruiting all staff, permanent and volunteers will follow LA guidance for safer recruitment best practice in education nurseries, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.
- Safer recruitment best practice principles and sound employment practice will be applied and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our so as to unduly influence our nursery's character and ethos. We are aware that such persons seek to limit the opportunities for our children thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
- By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our and staff team we will minimise the opportunities for extremist views to prevail.

Female Genital Mutilation Policy

Twisty Tails has robust and rigorous safeguarding procedures and takes its responsibilities of child protection seriously.

Female Genital Mutilation is a form of child abuse and as such is dealt with under the Safeguarding Policy.

WHO definition of FGM:

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.” (World Health Organisation-1997)

The UK Government has written advice and guidance on FGM that states;

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

“Girls are at particular risk of FGM during nursery summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

The Designated Safeguarding Person should be aware of the guidance that is available in respect of FGM, and should be vigilant to the risk of it being practised.

Key questions the DSP should consider:

- Am I aware of the issue and have I ensured that staff in the are aware of the potential risks?
- How alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it?
- Has the taken timely and appropriate action in respect of concerns about particular children?”

The DSP should:

- Ensure all staff undergo training on F.G.M.
- The DSP should make sure that staff are kept up to date on their training.
- Refer any signs, symptoms or concerns to the Local Authority Safeguarding Board.

Indications that FGM has taken place:

- Prolonged absence from with noticeable behaviour change – especially after a return from holiday.
- If a child seems withdrawn, and lacks interaction with others.
- If a child says they are hurting “down there” or on their bottom.
- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about F.G.M or something related that they are anxious about at home.
- A child may express anxiety about a special ceremony.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

Record

All interventions should be accurately recorded and kept in the safeguarding file.

Refer

Designated safeguarding person needs to seek advice about making referrals to social care and to follow procedure guidelines on F.G.M referrals.

Arrivals and Departures/Collection of Children

Arrival

It is our policy to ensure that we give a warm welcome to each child and parent/guardian on arrival to .

Children should be brought to nursery by a parent or authorized guardian and taken to the appropriate room where they can be greeted by staff.

Parents or the authorized guardian should use this time to share any news about the child, for example, how they slept and what sort of morning/afternoon they have had up to that point.

If a child needs medication whilst at the parent will be asked to fill out relevant forms to administer medication.

If a child arrives at with any injuries or marks, the parent will be asked to fill out an injury log sheet stating that they have done it at home.

Departures and Collection

At the end of the session children will be released by staff to the parent or an authorized guardian. If the staff do not recognize the person collecting and have not received a message to say that a new person will be collecting, then the child will not be allowed to leave. They will telephone the parent to arrange authorization in this situation.

We ask for a password on the contract and registration forms for collection of a child if it is a person other than a previously authorised adult.

When an unauthorised person arrives, they will be asked to show their photo I.D. We may ring the parent to get more information. If they do not have identification we will not let the child go.

In an emergency if a parent asks a neighbour or friend not on the registration form to collect and the parent has been unable to fill in an authorisation form we would ask the parent over the phone to confirm a few security questions including a description of the person collecting etc.

Under no circumstances will a child be allowed to depart from the unless it is with an identified, authorised person.

Late Collection

Late collection is unsettling for the children and can cause great distress. It is important to collect your child promptly from.

We understand that there may be emergencies that delay collection, in case of an emergency the should be notified as soon as possible. Notification of the delay will

help us to prepare the child for the late collection and will enable us to arrange supervision whilst the child waits to be taken home.

Parents will be charged a fee for late collection to cover the cost of staff having to work beyond their contracted hours.

Uncollected child

In the event that a child is not collected by an authorised adult at the end of a session/day, we follow the procedures below:

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the - and whose telephone numbers are recorded on the Registration Form are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.

If no-one collects the child after the has closed and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children:

- We contact our local authority children's social care team: **020 8359 4066**
- For full day care, this will be the out of hours duty officer: **020 8359 2000**
- The child stays at the in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will staff go to look for the parent, nor do they take the child home with them. A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed: **0300 123 1231**

Confidentiality Policy

To meet the needs of all the children in our care it is important to share information with parents and with one another in order to support the child's development. It may also be necessary in some circumstances for the to seek the help and advice from outside professionals. If this action is taken the parent's permission will first be sought. Any information and knowledge will be on a need to know basis and will be kept confidential. All members of staff will agree to respect our confidentiality policy and will sign a written statement to indicate their agreement.

'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.'

Information Sharing: Guidance for Staff and Managers (DCSF 2008)

Confidentiality procedures

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

Client access to records procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager.
- The manager sends a written acknowledgement of the request.
- The commits to providing access within 14 days, although this may be extended.
- The manager, area manager, director or owner prepare the file for viewing.

- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including children's social care, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received, these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The manager, area manager, director or owner go through the file and remove any information which a third party has refused consent to disclose. A thick black marker is used, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the , detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents, who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the or another (third party) agency.

GDPR statement

Twisty Tails is required to collect personal information for its employees, trustees, children, parents, and visitors. It is also necessary to process information so that staff can be recruited and paid, activities organised and legal obligations to funding bodies. We intend to meet all the requirements of the Data Protection Act 1998 (the Act) and the General Data Protection Regulations 2018 when collecting, storing, and destroying personal data. To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, we must comply with the Data Protection Principles which are set out in the Data Protection Act 1998.

In summary these state that personal data must be:

- obtained and processed fairly and lawfully;
- obtained for a specified and lawful purpose and not processed in any manner incompatible with that purpose; adequate, relevant, and not excessive for that purpose;
- accurate and kept up to date;
- not kept for longer than is necessary;
- processed in accordance with the data subject's rights;
- kept safe from unauthorised access, accidental loss, or destruction;

- not be transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data.

All staff and volunteers working at Twisty Tails , who process or use any Personal Information must ensure that they follow these principles at all times. In order to ensure that this happens, we adopted this Data Protection Policy.

Notification of data held and processed

All employees, trustees, parents, visitors, and other members of the public have the right to:

- know what information Twisty Tails holds and processes about them and why;
- know how to gain access to it;
- know how to keep it up to date;
- know what we are doing to comply with its obligations under the Act.
-

The Data Controller and the Designated Data Controllers

Twisty Tails is owned by Mr Raaj Radia and he is the Data Controller under the Act, he is ultimately responsible for implementation. However, Designated Data Controllers will deal with day to day matters.

Named Designated Data Processor: Manager

Personal information

Personal Information is defined as any details relating to a living, identifiable individual.

At Twisty Tails , information we gather relates to employees;

- children who attend the and their families;
- professional visitors; and some members of the public e.g. job applicants.

We ensure that the information gained from each individual is kept securely and to the appropriate level of confidentiality.

The personal information collected from individuals could include:

- Their name
- Address
- Email address
- Telephone numbers-including those of emergency contacts
- Date of birth
- Medical information
- National Insurance number
- DBS numbers
- Observations of children's progress (learning journals)
- Children's reports, pre-nursery or from outside professionals
- Photographs
- Family medical history when necessary

We maintain personal information to comply with the statutory framework (EYFS 2017); to deliver services to our families e.g. government funding; to employ suitable people for our .

Processing of personal information

All staff and volunteers who process or use any Personal Information are responsible for ensuring that:

- Any Personal Information which they hold is kept securely;
- Personal Information is not disclosed either orally or in writing or otherwise to any third party without expressed consent – unless we need to share information in order to safeguard a child's welfare.

Staff and volunteers should note that unauthorised disclosure will usually be a disciplinary matter and may be considered gross misconduct in some cases.

Personal information should be:

- kept in a locked filing cabinet;
- or in a locked cupboard;
- or if it is computerised, be password protected;
- kept on a storage device which is itself kept securely.

Conversations and meetings

Information of a personal or confidential nature should not be discussed in a public area, in front of anyone that is not an employee of the . staff should be aware of confidentiality at all times when discussions are taking place, either distancing themselves from the conversation if it does not concern them, or, ensuring that their discussion is not overheard by others.

All staff should respect the confidential nature of any information inadvertently overheard.

When meeting with parents and families, it is important that only relevant information is recorded. Any minutes/notes must be written legibly and coherently and stored in a locked cupboard and disposed of (shredded) in a timely manner once the child/family have left the (after 1 year unless the records relate to child protection concerns).

Collecting information

Whenever information is collected about people, they should be informed why the information is being collected, who will access it and for what purpose it will be used. The individual concerned must agree that he or she understands and gives permission for the declared processing to take place, or it must be necessary for the legitimate business of the pre-nursery.

Sensitive information

Sensitive information is defined by the Act as that relating to ethnicity, political opinions, religious beliefs, trade union membership, physical or mental health, sex life, criminal proceedings or convictions. The person about whom this data is being

kept must give express consent to the processing of such data, except where the data processing is required by law for employment purposes or to protect the vital interests of the person or a third party.

Disposal of confidential material

Sensitive material should be shredded as soon as it is no longer needed; following retention guidelines and statutory requirements. Particular care should be taken to delete information from electronic tablets or the computer hard drive if they are to be disposed of. **Staff Responsibilities** All staff are responsible for checking that any information that they provide to us in connection with their employment is accurate and up-to-date. Staff have the right to access any personal data that is being kept about them, either on computer or in manual filing systems. Staff should be aware of and follow this policy and seek further guidance where necessary.

Duty to disclose information

There is a legal duty to disclose certain information, namely, information about:

- Child abuse, which will be disclosed to social services,
- Drug trafficking,
- Money laundering or acts of terrorism or treason, which will be disclosed to the police.

Retention of data

We take care to only store personal information that is absolutely necessary. Personal information is kept for the recommended period of time. Retention periods are either recommended or statutory. Stored information is securely stored in lockable filing cabinets. Once the retention period has lapsed, the information is destroyed.

Provider records

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

- records pertaining to our registration
- landlord/lease documents and other contractual documentation pertaining to amenities, services and goods
- financial records pertaining to income and expenditure
- risk assessments
- employment records of staff including their name, home address and telephone number
- names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard

to the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records Policy and Information Sharing Policy.

Procedures

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

We notify Ofsted of any change:

- in the address of the premises
- to the premises which may affect the space available to us or the quality of childcare we provide
- to the name and address of the provider, or the provider's contact information
- to the person managing the provision
- any significant event which is likely to affect our suitability to look after children
- any other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2012).

Valuing diversity and promoting equality

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

Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face

discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Twisty Tails is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

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

Admissions

Our is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to our , on the basis of a protected characteristic as defined by the Equalities Act (2010).

These are:

- disability
- race
- gender reassignment
- religion or belief
- sex;
- sexual orientation
- age
- pregnancy and maternity

- marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our for reasons relating to disability.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the .
- We take action against any discriminatory behaviour by staff or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service
 - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the DBS. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in the 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 and service users. If access to the is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

- Making children feel valued and good about themselves and others.
- Ensuring that children have equality of access to learning.
- Undertaking an access audit to establish if the is accessible to all children.
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys.
- Positively reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Differentiating the curriculum to meet children's special educational needs.
- Help children understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

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 to the
- We encourage mothers, fathers and other carers to take part in the life of the 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 of differing means and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the .

Food

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

Meetings

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

Staff

It is the policy of the nursery to positively value and respect people regardless of their gender, ethnic origins/racial groups, religions, cultures and linguistic backgrounds. A member of staff is employed because that person is considered to be the best person for the job.

Supporting children with special educational needs and disabilities

All children are welcomed into the nursery , regardless of their need or disability. When we know that a child may have a special educational need or disability (SEND) before they start with us, we will endeavour to set up a good transition for them into the , ensuring that the child, parents and any known professionals are involved. This may involve the child visiting on a number of occasions and/or a home visit by one of our staff members. We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

We support children with special educational needs and disabilities to reach their full potential by:

- Ensuring we have regard for the Special Educational Needs and Disabilities Code of Practice (2014).
- Ensuring our provision is inclusive to all children.
- Supporting parents and children with special educational needs.
- Identifying the specific needs of children with SEND and meet those needs through a range of SEND strategies
- Working in partnership with parents and other agencies in meeting individual children's needs.
- Monitoring and reviewing our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.
- We ensure that the provision for children with SEND is the responsibility of all members of the .
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with the parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEND and their families, including in connection with transfer arrangements to other nurseries and nurseries.
- We provide a broad, balanced and differentiated curriculum for all children with SEND.

- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for working with other agencies.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide in-service training for parents, staff and volunteers.
- We raise awareness of any specialism the nursery has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. SEND support plans, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually

Health & Safety

Twisty Tails Nursery believes that the Health and Safety of children, staff and parents is a matter of paramount importance. We have developed procedures and safe practices to ensure children's health and safety is maintained and promoted to prevent the spread of infection and reduce accidents. Staff are committed to providing a safe, healthy environment where children can learn and develop. Staff work closely with parents to ensure all children access the facilities safely.

Staff Training

Staff follow the nursery policies and procedures to ensure it remains a safe environment for children.

Training and all Health and Safety procedures ensure the nursery is a safe and healthy working environment for staff, children and a safe environment for parents.

First Aid

The nursery sees adequate First Aid provision as vital in the daily process of caring for the children.

Paediatric first aid trained staff are able to take action to supply first aid treatment in the event of an accident involving a child or adult.

All staff attend Paediatric first aid training every 3 years by an Ofsted approved training company. We aim to have 100% of all members of staff fully paediatric first aid trained at all times.

The nursery will ensure that the first aid equipment is kept clean, in date and replenished. Sterile items will be kept sealed in their packages until needed.

Supervision of Children

Staff should ensure that children are supervised at all times.

The Nursery Manager must ensure staff to child ratios are maintained at all times when grouping children and deploying staff.

The nursery may have many visitors, in order to ensure all visitors are accounted for the nursery maintains a visitor's book that all visitors must sign themselves in and out.

A member of staff must accompany all visitors.

Children must never be left unsupervised with a visitor.

Risk Assessments

Staff identify and manage risks to children and adults through carrying out risks assessments. A risk is a likelihood of a hazard occurring and the hazard is anything that could cause harm to others. All activities need to be considered, significant risks are identified, measures are put in place to control or eliminate risks and all hazards and measures are recorded. Other risks that are identified must be controlled appropriately.

- Each room is checked at the **beginning of the day** for hazards, in accordance with each room's risk assessment. These assessments are reviewed once a term or as a result of change to the room. In the event that a risk is identified throughout the day or when opening the nursery, a risk assessment is carried out to determine the severity of the risk and an appropriate course of action to control or eliminate the hazard.
- The garden area is checked for hazards before children go out for outdoor play. This check is carried out in accordance with the outdoor play risk assessment that is **reviewed once a year** or as a result of change to the area.

Procedure for writing a risk assessment

- Identification of a risk: where is it and what is it?
- Who is at risk: childcare staff, children, parents, cooks, cleaners etc...?
- Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did
- Control measures to reduce/eliminate risk: what will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.
- Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.

Accidents

The nursery maintains an accident record that must be completed in the event of an injury at nursery. Details of the nature of the injury, the treatment that was given, when and where the accident happened, must be recorded, witnessed, signed and dated. Parents are given a copy of the report. In the case of a serious accident children will be immediately taken to hospital and parents will be requested to meet the Nursery Manager or senior member of staff at the hospital.

In the event that a child sustains an accident at home, parents are asked to inform the room leader and complete an accident at home form. Details of the nature of the injury and when the accident happened must be recorded, signed and dated. This is to ensure all injuries are accounted for.

It is essential that staff clean up bodily fluids such as urine, faeces, blood, vomit, and eye discharge immediately, wearing disposable gloves and an apron. The area should be cleaned with detergent.

In the event that a child bites another child or adult and draws blood both parties should seek medical attention. An accident report form must be completed to reflect this.

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

Our accident/incident forms:

- Are kept safely locked up and is accessible to staff, when needed.
- The accident record is reviewed monthly by the Nursery Manager, looking for areas of improvement/future prevention. The forms are looked at termly and a report is produced, identifying any trends, potential or actual hazards and suggestion actions for improvement.

Reporting Accidents and incidents

Ofsted is notified of:

- Any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.
- Food poisoning affecting two or more children, in addition this is reported to the Environmental Health Department.

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR (the Reporting of Injuries, Diseases and

Dangerous Occurrences Regulations). We report to the Health and Safety Executive for:

- Any work-related accident leading to an injury to a child or adult, for which they are taken to hospital.
- Any work-related injury to a member of staff, which results in them being unable to work for seven consecutive days.
- When a member of staff suffers from a reportable work-related disease or illness.
- Any death of a child or adult that occurs in connection with activities relating to our work.
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done such as a gas leak.

Incident records

- We have ready access to telephone numbers for emergency services, including the local police.
- Where we are responsible for the premises, we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises, we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We keep an incident record for recording major incidents, including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - a break in, burglary, or theft of personal or the nursery's property
 - an intruder gaining unauthorised access to the premises
 - a fire, flood, gas leak or electrical failure
 - an attack on member of staff or parent on the premises or nearby
 - any racist incident involving staff or family on the nursery's premises
 - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises
 - the death of a child or adult
 - a terrorist attack, or threat of one.
- In the incident record we note the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.

- In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, the emergency services are called, and the advice of these services is followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Food Allergies

In the event that a child suffers from an allergy the nursery will refer to its Medication Policy in order to develop a Health Care Plan for the child and make arrangements for any necessary training.

We will make every reasonable effort to reduce the risk to children with severe allergies in accordance with this policy.

The parents of a child with food allergies are responsible for alerting the staff to the food allergy and making plans together for how to best accommodate the child based on the guidelines presented in this policy.

All staff should be instructed to recognize the signs and symptoms or reaction, as well as how and when to administer medication.

Treats brought into the room for daily snacks, parties, birthdays, etc. should include full labelling information. Children with food allergies should be encouraged to keep a supply of safe treats at nursery for these occasions. No child with a food allergy should be allowed to eat any food not specifically supplied or approved by his/her parent.

Activities that involve the use of food, either for craft or educational purposes, should require advance written permission from the parent of a child with food allergies. A *Notification of Food Use form* should be completed by staff to send home with the child prior to the activity taking place.

Staff must make a note and post a notice in their room regarding the presence of children with food allergies in their group, as well as the location of the appropriate medications. This will enable anyone who comes into the room as a substitute to be prepared for an allergic emergency.

Procedures for children with allergies:

- When parents start their children at the nursery they are asked if their child suffers from any known allergies. This is recorded on the Registration Form
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - the allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats, etc)
 - the nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems, etc
 - what to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen)
 - control measures - such as how the child can be prevented from contact with the allergen review

- This form is kept in the child's personal file and a copy is displayed where staff can see it.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- No nuts or nut products are used within the nursery.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Fire Safety

Staff ensure all children evacuate the building safely and promptly by following the nursery's fire evacuation procedure, evacuation practices should take place once per term.

Area Safety Manager, Fire Warden and Fire Marshall

In accordance with the Health & Safety procedures a nominated Area Safety Manager and Fire Warden have been appointed. The main purpose of the role of the Area Safety Manager is to action or seek advice on issues relating to health, safety and fire. The Area Safety Managers for the nursery are the Area Manger and Director. The Fire Warden is the Nursery Manager.

The main purpose of the Fire Warden is to evacuate all children, nursery staff, parents and visitors safely to the fire assembly point whether real or practice. The Fire Warden will liaise with the Area Safety Manager and fire officer in the event of an emergency.

The main purpose of the Fire Marshall is to assist with the evacuation of all children, staff, parents and visitors in the event of a fire or practice evacuation. Everyone has the responsibility of being a Fire Marshall.

Fire Evacuation Procedure

- On discovering a fire/or the fire alarm sounding, evacuate the building from the nearest fire door.
- Only tackle small fires yourself using the appropriate fire appliances and where there is no risk to yourself.
- The Nursery Manager or one of the senior staff will telephone the fire brigade if necessary.
- On evacuating the building act calmly and quietly to avoid alarming/scaring the children. Take care on the stairs; do not rush the children which may result in accidents.
- The room leader in charge of each room must take the register with them.
- The Nursery Manager will help in the baby room taking the babies out of the building.
- Do not enter the building until informed it is safe to do so by the Nursery Manager, a senior member of staff or the Fire Brigade.

- Once all the staff/children have vacated the building, a register must be taken for each group room by the fire wardens.
- We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The manager and staff are familiar with the current legal requirements.

Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant. The basis of fire safety is risk assessment, carried out by a 'competent person'

- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
- Where we rent premises, we will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises
 - explained to new members of staff, volunteers and parents
 - practised regularly, at least once every six weeks
 - records are kept of fire drills and of the servicing of fire safety equipment.

The fire drill record book must contain:

 - **date and time of the drill**
 - **how long it took.**
 - **whether there were any problems that delayed evacuation**
 - **any further action taken to improve the drill procedure.**

Lockdown procedure

The staff and children practice lockdown procedures as part of our safeguarding procedures. A lockdown takes place if there is any occurrence happening outside of which may harm the children.

A lockdown may be activated in response to situations including:

- An incident or civil disturbance in the local community which poses a risk to children or adults.
- An intruder on the site with the potential to pose a risk to the children or adults.
- Local risk of air pollution, such as a smoke plume or gas cloud.
- A major fire in the vicinity of the nursery
- A dangerous dog roaming loose.

In response to an external threat, we will activate the agreed procedures:

- Alerting staff to the activation of the lockdown plan by a recognised signal, audible throughout the nursery.
- Bringing children and staff from outside into the nursery building as quickly as possible.
- Locking all external doors and windows as necessary.
- Staying out of sight and minimising movement
- Staying silent and avoiding drawing attention.
- Having arrangements for staff to notify the police of any children not accounted for.

Leaders will make every attempt to communicate with parents during lockdowns. Parents will be given enough information so that they:

- Are reassured that the leaders and staff understands their concern for their child's welfare and is doing everything possible to ensure their safety.
- Do not need to contact the nursery – keeping channels of communication available with police and emergency services.
- Do not come to the nursery, possibly placing themselves at risk.
- Wait for the nursery to contact them about when it is safe to collect their children, and where this will be from.
- Are aware of what will happen if the lockdown continues beyond opening hours.

Missing Child Policy

Children's safety is always the highest priority both on and off premises. Every effort is made to ensure the safety and security of children is always maintained. In the unlikely event of a child going missing, our missing child procedure is as follows:

Child missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the Nursery Manager/Area Manager or the Director.
- The Nursery Manager will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The outer doors and gates are locked to minimise disruption whilst the search is being carried out.
- If the child is not found, the missing child is reported to the police and the parent is contacted.
- The Nursery Manager talks to the staff to find out when and where the child was last seen and records this.
- The Nursery Manager contacts the appropriate Senior Management Team and reports the incident.

Child missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the Nursery Manager and/or other staff back in the nursery. If the Nursery Manager has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole nursery outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray.
- One staff member searches the immediate vicinity but does not search beyond that.
- The Nursery Manager is contacted immediately and the incident is reported.
- The Nursery Manager contacts the police and reports the child as missing.
- The Nursery Manager contacts the parent, who makes their way to the nursery or outing venue as agreed with the Nursery Manager. The nursery is advised as the best place, as by the time the parent arrives, the child may have been returned to the nursery.
- Staff take the remaining children back to the nursery.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.

- The Nursery Manager contacts the Area Manager and reports the incident. The Area Manager carries out an investigation and may come to the nursery immediately.
- The Nursery Manager, or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The Nursery Manager together with the representative from the Senior management team speaks with the parent(s).
- The Senior Management team carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
 - the date and time of the report
 - what staff/children were in the group/outing 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.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Nursery Managers need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.

- The parents may feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Nursery Manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the Nursery Manager and the other should be part of the senior management team. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police may be asked to intervene.
- The other children are also likely to be sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on the children's needs and staff must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The Senior Management Team will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice from leaders.

Toys, Equipment and Resources

All toys, equipment and resources offered to the children are safe and where applicable conform to safety regulations. All equipment and resources available at the nursery are in good condition and safe for children to use.

All furniture is suitable for children and staff have access to an adult sized chair in each room. Equipment, toys and other resources are maintained, cleaned and where necessary discarded if worn or damaged and cannot be repaired.

All equipment that is unsafe or in need of repair is either made safe or removed from the room. All repairs are reported to the Nursery Manager who will bring this to the maintenance team's attention. All damaged, worn or unsuitable equipment must be reported immediately to the Nursery Manager.

We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings. Daily cleaning will include organizing materials, sanitizing hard surfaces and toys and basic housekeeping. Deep-cleaning the rooms will occur at least three times each year.

Cleaning and Sanitizing Rooms and Resources

Cleaning Instructions

- Scrape glue and paint from tables with a paint scraper, taking care not to mark the surfaces.
- Wash paint aprons, stuffed animals, cot sheets and any other soft materials in the washing machine.
- Organize toys so they are in labelled boxes to aid the children at daily clean-up time.
- Vacuum carpeted areas thoroughly.
- Mop tiled or wooden areas with a cleaner appropriate for the floor type.

Sanitizing the Room Instructions

- Fill bucket with water and add with to 5 cups of Dettol liquid (5 cups for 2. 5 litre of water). Mop the Floor surfaces all over with the damp cloth.
- Soak cloth in the Dettol-water solution and squeeze out most of the liquid so that it is damp but not saturated. Scrub the surfaces and toys and resources all over with the damp cloth. Thoroughly rinse it often in the Dettol-water as you clean.
- Apply undiluted Dettol to cloth and scrub any tough stains or marks that remain on the surfaces.
- Fill a large bucket with 5 cups of Dettol liquid (5 cups for 2. 5 litre of water). Place all plastic toys in the water and soak for 10 minutes. Rinse and dry.

Intimate Care Policy

Any intimate care, such as nappy changing and toilet training, will be carried out with respect and regard to the child's right to dignity and privacy. Wherever possible, their key person will carry out this care and ensure it is used as a time for positive shared interaction rather than just a hurried routine.

Staff will have regard to strict hygiene procedures by **wearing disposable gloves and aprons** and appropriately cleaning equipment. Children should have their bottoms thoroughly cleaned from front to back and any soiled clothes should be changed. Soiled nappies must be placed in a nappy sack before disposing of in the nappy bin. Children should not be allowed to take toys into the bathroom.

Older children will be encouraged to use self-help skills with regard to toileting but their key person should be aware of their abilities in this area and be available to offer help if necessary.

Nappy Changing Procedure

- Ensure you have all supplies to hand gloves, plastic bags, baby wipes, clean nappy.
- Wash hands.
- Put on latex gloves.
- Wipe front and back of changing mat plus surface of changing counter with sanitizer and cloth.
- Assist child to walk up steps to nappy change (do not lift children capable of walking).
- Keep your hand on child at all times.
- Remove child's lower garments and nappy.
- Place soiled nappy in nappy bin.
- Wipe child clean of urine and faeces from front to back.
- Apply creams if necessary.
- Slide clean nappy underneath child, secure and put lower garments back on.
- Assist child to descend the steps.
- Wipe front and back of changing mat plus surface of changing counter with sanitizer and cloth.
- Return all supplies.
- Assist child to wash hands.
- Remove gloves and wash your hands.

Toileting Policy

We recognise that toilet training is an important part of a child's development. In order to support the natural development of toileting we prefer to give children time to lead their own toilet training and do not place pressure on them to use the toilet. We are not in a rush for any child to learn how to toilet themselves. A child's ability to

toilet themselves does not affect how they are viewed by the staff or how the child participates in the programme.

- Children need to not only know when they have wet or soiled themselves, are wetting or soiling themselves BUT what it feels like before they need to go to the toilet.
- We recognise that the child's home and nursery are different environments; a child's interest in toileting at home may be recognised before the child is interested in toileting at the nursery.
- Staff will respect the difference between environments and will support how the child would like to toilet at the nursery.
- Staff will follow the child's interest and give opportunity for children to use the toilet.
- Staff will communicate with parents if their child has been interested in the toilet, or what has happened in regards to toileting throughout the day.
- Staff will communicate with parents about how toileting is going at home and give guidance to parents regarding how toileting is going in the nursery and if the child still requires nappies to be available just in case.

At Twisty Tails:

- Staff have a list of personalised changing times for the children in their care who are in nappies or 'pull-ups'.
- Children from two years should normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and their parents agree.
- Changing areas are warm with safe areas to lay children.
- Each child has their own basket to hand with their nappies or pull ups and changing wipes.
- Gloves and aprons are put on by staff before changing starts and the areas are prepared by disinfecting the mat before and after each use.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- Children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- Children are encouraged to wash their hands, and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Staff are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.
- Staff do not make inappropriate comments about children's genitals when changing their nappies

- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and pull ups are disposed of hygienically, the nappy or pull up is bagged and put in the bin. Trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- We have 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the nursery this may constitute neglect and will be a disciplinary matter.

Nappy Rash Cream

- Nappy rash cream can be applied by staff provided the parent specifies when the cream should be applied and how much to apply. The nappy rash cream supplied must be a recognised nappy cream that can be purchased at a chemist.

Sickness Policy and Procedure

Twisty Tails Nursery is committed to safeguarding children's welfare and maintaining a healthy environment where children can learn and develop through play. To assist with this, staff will endeavour to minimise the spread of infection to other children and staff by following the nursery's sickness procedure and by encouraging regular hand washing.

- Any child suffering from communicable diseases such as chicken pox, conjunctivitis, or fevers of 101f/38 or over, should not attend nursery until at least 24 hours after the illness has elapsed. Children suffering from sickness or diarrhoea should not attend nursery until 48 hours after the illness has elapsed.
- Children who do not have a fever but may have a slight cough (coughing once or twice during 15 minutes) and a mild runny nose (wiping maybe once during an hour) **do not need** to be excluded from nursery. Children can carry respiratory viruses without showing any symptoms there by making it unnecessary to separate them from their friends.
- If your child has a fever and a continuous cough please consult with a doctor and do not come back to nursery until the fever has gone.
- Please keep your children at home if they have had any of the following symptoms in the last 24 hours:
 - Diarrhea**
 - Vomiting**
 - Runny Nose (green or thick mucus)**
 - Inflammation of the throat, mouth or ears**
 - Fever**
 - Runny Eyes**
 - Croupy cough**
 - Skin infections**
- A notice will be displayed to notify parents of any cases of communicable or infectious diseases that have been reported to the nursery.

Procedure for children who are sick or infectious:

- If a child appears unwell during the day, has a temperature, sickness, diarrhoea or pains, particularly in the head or stomach, the manager will call the parents and ask them to collect the child, or send a known carer to collect the child on their behalf.
- The child's temperature is taken using a forehead thermometer strip.
- If a child has a temperature they are kept cool by removing top clothing and sponging their heads with cool water, but are kept away from draughts.
- In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.

- Parents are asked to take their child to the doctor before returning them to the 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.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- After vomiting, parents are asked to keep children home for 48 hours after the last time the child vomited.
- The nursery has a list of excludable diseases and current exclusion times. The full list is obtainable from <https://www.gov.uk/government/publications/infection-control-in-nurserys-poster> and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, 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.

HIV/AIDS/Hepatitis

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

- single-use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit
- protective rubber gloves are used for cleaning/sluicing clothing after changing
- soiled clothing is rinsed and either bagged for parents to collect or laundered in the nursery
- spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste
- tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant
- children do not share tooth brushes, which are also soaked weekly in sterilising solution.

Head Lice

- Head lice is not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

Medication Policy

At all times the administration of medication must be compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in Managing Medicines in Nurserys and Early Years Nurserys (DfES 2005).

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

In many cases, it is possible for a child's GP to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the nursery. According to the Department of Health 'Managing Medicines in Nurserys and Early Years Nurserys anyone caring for children have a common law duty of care to act like any reasonably prudent parent. Staff must make sure that children are healthy and safe. In exceptional circumstances the duty of care could extend to administering medicine and/or taking actions in an emergency. This duty also extends to staff leading activities taking place off site, such as visits outings or field trips.

If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

These procedures are written in line with current guidance in 'Managing Medicines in Nurserys and Early Years Nurserys; the Nursery Manager is responsible for ensuring all staff understand and follow these procedures.

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the Manager or Deputy Manager are responsible for the overseeing of administering medication.

Procedures

- Children taking prescribed medication must be well enough to attend the nursery.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition. (Medicines containing aspirin will only be given if prescribed by a doctor).
- Children's paracetamol (un-prescribed) from the nurserys stock is administered only in an emergency and with verbal consent of the parents, in the case of a high temperature. This is to prevent febrile convulsion and where a parent or named person is on their way to collect the child.

- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information.

No medication may be given without these details being provided:

- full name of child and date of birth;
 - name of medication and strength;
 - who prescribed it;
 - dosage to be given in the nursery;
 - how the medication should be stored and expiry date;
 - any possible side effects that may be expected should be noted; and
 - signature, printed name of parent and date.
- The administration is recorded accurately each time it is given and is signed by staff. The parents sign the prescribed medicine form, which must include the following:
 - name of child
 - name and strength of medication
 - the date and time of dose
 - dose given and method; and is
 - signed by key person/manager; and is verified by parent signature at the end of the day.

Storage of medicines

- All medication is stored safely in a cupboard or refrigerated. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person or Nursery Manager is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the nursery. Key persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff and health care plan completed by healthcare professional.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Health Care Plans

Where a child is prescribed medication for a medical need such as eczema or asthma the room leader will develop a Health Care Plan with the parent. The room leader will agree with the parent how to recognise when the condition is getting worse and when to administer medication. The parent must also complete the Parental Agreement Form so that staff can administer medication.

Where the child has a long-term medical condition such as diabetes, epilepsy or anaphylaxis a Health Care Plan must be put in place with the parent, room leader and relevant Health Care professional. The parent must also complete the Parental Agreement Form so that staff can administer medication. Advice from the relevant Health Care professional will be sought to determine whether the administration of the medication requires training.

Health Care Plans must be developed prior to the child starting at the nursery. If the condition develops when the child already attends the nursery then a Health Care Plan must be developed immediately with the input from the parents and appropriate Health Care Professionals. In some cases it may be necessary for childcare to stop until the Health Care Plan and appropriate training has been put into place. The Nursery Manager will determine this after consultation with relevant Health Care professionals. This is to ensure that the nursery remains a safe place for the child and ensures that staff can meet the needs of the child appropriately and provide the level of support that is required.

Children who have long term medical conditions and who may require ongoing medication

- A risk assessment is carried out for each child with long term medical conditions that require on going medication. This is the responsibility of the manager alongside the key person in some circumstances other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the nursery, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs required for staff is part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.

- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.
- On returning to the nursery the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form signed by the parent.
- As a precaution, children should not eat when travelling in vehicles.
- This procedure is read alongside the outings procedure.

Laundry Policy

Staff will ensure the hygienic laundering of linen used by the children and staff during the day at nursery.

Procedures

- Items used randomly such as dress up clothes, blankets will be washed at least once a term.
- Items used by individual children such as face cloths, bibs and towels will be used once, and then washed.
- Items used in the kitchen such as tea towels and tablecloths will be washed separately as required.
- Cloths used for cleaning/art will be washed separately.

Photography Policy

Photographs are a valuable tool for recording and assessing children's activities and achievements at Twisty Tails Nursery.

Photographs will only be taken with digital cameras. NEVER WITH CAMERAPHONES/MOBILE PHONES/Smartwatches. Staff mobile phones/smartwatches must always be kept locked away, and not dealt with whilst looking after the children. Any emergency calls must be made via the nursery's main telephone line. Any member of staff found using a mobile phone without permission to do so may be subject to disciplinary action.

Photographs will only be taken during normal nursery activities. Cameras will not be used in the toilets/changing areas. A child will not be photographed when their nappy or clothes are being changed.

Only members of Twisty Tails Nursery staff who have a police disclosure are permitted to take photographs within the nursery. **Parents and volunteers are not permitted to take photographs within the nursery without prior permission** from the management. However, at public events (e.g., first/last day of nursery, Christmas parties, fun days, charity events etc.), family members may take photographs of the activity. Each parent will be asked to sign a consent form upon their child's initial induction to either agree or disagree for their child to be included in such photographs.

Whilst pictures may be used as part of publicity of the nursery, no pictures of children will be displayed on the nursery website, in the press or on television without parents/carers prior permission.

Where pictures are made available to the press or television, they will not be released with the names of the child unless the parent/carer gives permission for this to be done.

Photographs may be printed and displayed within the nursery. Parents/carers may see photographs in their child's Learning Journey at any time by accessing Tapestry.

Photographs will only be stored on the nursery's computers and can be inspected by management at any time.

Photographs will normally not be kept for more than one term after a child has left Twisty Tails Nursery.

Parents/carers will be asked to read and sign the Twisty Tails Nursery Media Release Form when their child starts attending the nursery. If a parent/carer does not give permission for their child to be photographed, all staff will be informed so

that all reasonable steps can be taken to ensure that the child is not included in any photographs.

Parents/carers are discouraged from uploading photographs of other children attending the nursery onto social network sites e.g. Facebook without gaining prior permission from the child's parents.

Twisty Tails Nursery cannot accept any liability for photographs uploaded to social network sites by other parents/carers at the nursery.

Staff members should not upload photographs of the children to social network sites, should any images of children attending Twisty Tails Nursery be discovered on a member of staff's social network site it will result in disciplinary action.

Mobile Phones/Smartwatches

- Personal mobile phones/smartwatches belonging to members of staff team are not used in any areas of the building except during lunch breaks in the designated staff room.
- All mobiles phones/smartwatches will be stored securely in staff lockers during working hours.
- Regular spot checks will be made to ensure all staff comply.
- Members of staff ensure that the telephone number of the nursery is known to immediate family who may need to contact them in the event of an emergency.
- A mobile phone will be taken out on visits in case of emergency, this phone does not have a camera.
- Members of staff will not use their mobile phones/smartwatches for taking photographs of children on outings.
- Parents and visitors are requested not to use their mobile phones/smartwatches whilst on the premises. There is an exception if a visitor's company/organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone/smartwatch, where there are no children present.

Cameras and videos

- Members of staff must not bring their own cameras or video recorders into the nursery.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development or for displays within the nursery.
- Photographs and recordings of children are only taken on equipment belonging to the nursery.
- Camera and video use is monitored by the Nursery Manager.

- Photographs and recordings of children are only taken of children if there is written permission to do so (as stated on the registration forms).

Visitors Policy

All visitors must sign the Visitor's Book on arrival and departure. If a visitor is more than an hour in the nursery, the Nursery Manager must point out fire procedures. A member of staff must accompany visitors in the nursery at all times whilst in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the Nursery Manager.

- Staff must check the identity of any visitors they do not recognise before allowing them into the nursery.
- Visitors to the nursery must be recorded in the Visitor's Book and accompanied by a member of staff at all times whilst in the building
- The Nursery Manager must ensure all contractors accessing the nursery whilst children are present are not left alone in any area that children may use
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander
- Parent/carer(s), 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 parent/carer(s) 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 parent/carer(s).

CCTV Policy

Introduction

- The purpose of this Policy is to regulate the management, operation and use of the closed circuit television (CCTV) system at Twisty Tails Nursery.
- The system comprises a number of fixed and dome cameras located around the nursery sites.
- All cameras are monitored from a Central IT Support Office and are only available to designated staff – Management Team.
- This Policy follows the UK Data Protection Act 1998 guidelines.
- The CCTV system is owned by the nursery. The Nursery Manager is responsible for compliance with the policy.

Objectives of the CCTV system

- To increase personal safety of staff students and visitors and reduce the fear of crime.
- To protect the nursery buildings and their assets.
- To support the Police in a bid to deter and detect crime.
- To assist in identifying, apprehending and prosecuting offenders.
- To protect members of the public and private property.
- To assist in managing the nursery.

Statement of intent

- The nursery will treat the system and all information, documents and recordings obtained and used, as data which is protected by nursery policies.
- Cameras will be used to monitor activities within the nursery and outdoor areas to identify criminal activity actually occurring, anticipated, or perceived, and for the purpose of securing the safety and wellbeing of the nursery staff, children and visitors.
- Cameras will be sited so they only capture images for the purposes for which they are installed, and care will be taken to ensure that reasonable privacy expectations are not violated. The nursery will ensure that the location of equipment is carefully considered to ensure that images captured comply with the Data Protection Act.
- Cameras will be positioned so they do not capture images of areas that are not of interest and are not intended to be the subject of surveillance such as individuals' private property including gardens and other areas of private property.
- Materials or knowledge secured as a result of CCTV will not be used for any commercial purpose. Recordings will only be released to the police for use in the investigation of a specific crime. Recordings will never be released to the media for purposes of entertainment.

- The planning and design has endeavoured to ensure that the scheme will give maximum effectiveness and efficiency but it is not possible to guarantee that the system will cover or detect every single incident taking place in the areas of coverage.

Operation of the system

- The scheme will be administered and managed by the Nursery Manager or the Data Controller as defined by the Data Protection Act, in accordance with the principles and objectives expressed in the code.
- The day-to-day management will be the responsibility of both the Senior Leadership Team (SLT).
- The CCTV system will be operated 24 hours each day, every day of the year.

Control Room

- The Manager will check and confirm the efficiency of the system daily and in particular that the equipment is properly recording and that cameras are functional.
- Access to the CCTV will be strictly limited to the SLT & the ICT Support.
- Viewing of the CCTV requires permission from the Manager or SLT and must be accompanied throughout the visit.

Monitoring procedures

- Camera surveillance recording may be maintained at all times.
- A monitor is installed to which pictures will be continuously recorded.
- Covert surveillance will only be undertaken in the most extreme circumstances and must be authorised by the Nursery Manager. It must be necessary and proportionate and cameras sited for the purpose of covert monitoring will not be used in areas which are reasonably expected to be private such as toilet cubicles. Authorisation Forms must be completed and retained. Covert monitoring will cease at the end of each relevant operation.
- Unless an immediate response to an occurring event is required, staff in the CCTV Control Room must not direct cameras at an individual or a specific group of individuals.

Image storage procedures

- Footage may be viewed by, and a copy provided to, the Police for the prevention and detection of crime. The Nursery Manager will determine whether to make disclosure to the police based upon Section 29(3) of the Data Protection Act 1998. A register will be maintained of the release of footage to the Police or other authorised applicants.

- Viewing of footage by the Police must be recorded in writing on the Authorisation to Access CCTV Images form and in the log book.
- Should footage be required as evidence, a copy may be released to the Police under the procedures described in paragraph 8.1 (iv) of this Code. The Police become the Data Controller of the footage once it is provided to them. On occasions when a Court requires the release of original footage this will be produced from the secure evidence store, complete in its sealed bag.
- The Police may require the nursery to retain the stored footage for possible use as evidence in the future. Such footage will be properly indexed and securely stored until they are needed by the Police.
- Disclosure will only take place where there is a legal requirement placed upon the nursery to do so and, there is legal power upon the nursery to do so.

Breaches of the policy (including breaches of security)

- Any breach of the Code of Practice by nursery staff will be initially investigated by the Nursery Manager, in order for her to take the appropriate disciplinary action.
- Any serious breach of the Code of Practice will be immediately investigated and an independent investigation carried out to make recommendations on how to remedy the breach.

Assessment of the scheme and code of practice

- Performance monitoring, including random operating checks, may be carried out by the Manager.

Complaints

- Any complaints about the nursery's CCTV system should be addressed to the Nursery Manager.

Access by the Data Subject

- The Data Protection Act provides Data Subjects (individuals to whom "personal data" relate) with a right to data held about themselves, including those obtained by CCTV.
- Requests for Data Subject Access should be made to the Nursery Manager.

Summary of Key Points

- The CCTV system is owned and operated by the nursery.
- The CCTV system will not be staffed out of nursery hours.
- Viewing the CCTV is not open to visitors except by prior arrangement and good reason.
- Recorded footage will be properly indexed, stored and destroyed after appropriate use.

- Footage may only be viewed by *Authorised Nursery Staff*.
- Footage required as evidence will be properly recorded, witnessed and packaged before copies are released to the police.
- Footage will not be made available to the media for commercial or entertainment.
- Footage will be disposed of securely by incineration.
- Any breaches of this code will be investigated by the Nursery Manager. An independent investigation will be carried out for serious breaches.
- Breaches of the code and remedies will be reported to the Nursery Manager.

Healthy Eating Policy

At Twisty Tails we aim to provide an age appropriate diet that reflects the range of the cultures of the children within our nursery. The food provided should be nutritious, well balanced and varied.

We aim to create meal times that are an enjoyable experience for both children and adults. Children will be encouraged to develop positive eating habits, independence and social skills in partnership with parents.

We will achieve this by:

- Seeking expert advice on our menus and provision to ensure that nutritional standards are met.
- Ensuring ingredients are as fresh as possible and locally sourced.
- Avoiding the use of highly processed foods.
- Providing nutritious snacks at appropriate times during the day.
- Ensuring water is accessible to children at all times.
- Not using salt in the preparation and serving of food. Salt content will be kept to a minimum in all foods provided.
- Providing full fat milk and yoghurts for children.
- Discussing each child's dietary needs with parents and providing an adapted menu as required.
- Providing food that is appropriate to the child's age and stage of development.

We will provide an environment that encourages each child's independence, positive eating habits and social skills.

We will do this by:

- Ensuring that staff sit with children, acting as a positive role model and encouraging social interaction.
- Arranging tables in small groups with room for adult interaction and supervision.

- Ensuring appropriate space for each child to eat comfortably at the table, providing appropriately sized cutlery and crockery that is suitable for children's age and stage of development.
- Enabling children to have sufficient time to eat their meal.
- Never using food or drink as a bribe or punishment.
- Never denying a child food or drink.
- Liaising with parents if they have any concerns about a child's eating habits or diet.
- Encouraging children to help with preparation, serving and clearing away at meal times, as appropriate to their age and stage of development.
- Respecting individual children's appetites and providing appropriate portion sizes.
- Encouraging children to try all foods but **never** making them eat anything they do not want, discussing each child food preferences with parents and taking them into account.
- Children who bring packed lunches are encouraged to bring a healthy and balanced meal.

Food Hygiene

At Twisty Tails we provide and/or serve food for children on the following basis:

- Lunch (sent from food company called YumYums)
- Snacks
- Light Tea

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

Twisty Tails is registered as a food provider with the local authority Environmental Health Department.

- The person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point) HACCP) as it applies to the business. This is set out in *Safer Food, Better Business* (Food Standards agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of Safer Food, Better Business.
- All staff involved in the preparation and handling of food has received training in food hygiene.
- Daily opening and closing checks are performed to ensure standards.
- We use reliable food suppliers for the food we purchase.
- 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.
- Food preparation areas are cleaned before use as well as after use.

- There are separate facilities for hand-washing and a dish washer for washing up.
- All surfaces are cleaned regularly throughout the day.
- All utensils, crockery etc. are clean and stored appropriately.
- Waste food is disposed of daily.
- Children are not allowed access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water
 - do not have unsupervised access to electrical equipment, such as blenders, etc.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons, not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of outbreak is within the nursery, the Director or Area Manager will contact Environmental Health Department to report the outbreak and will comply with any investigation.
- Any confirmed cases of food poisoning affecting two or more children looked after on the premises are notified to Ofsted as soon as reasonably practicable and always within 14 days of the incident.

Smoking Policy

Twisty Tails recognises that many people in our society smoke. We are aware that smoking is lawful and a matter of choice for adults.

However we recognise that smoking is an activity disapproved of by many parents and to which they do not wish their children to be exposed. We recognise also that our employees have a right to expect to be able to work and have periods of rest from work in a smoke free environment.

We have therefore designated all the premises within the confines of Twisty Tails Nursery a smoke free area. No one, parents or staff, are permitted to smoke at any time on nursery premises. It is also requested that parents or staff do not smoke around the entrance to the nursery.

Field Trips

When taking children on outings, a risk assessment is carried out prior to the outing and regular head counts are made throughout the time. Children are allocated to certain members of staff with higher than normal ratios, to ensure the children are safe at all times. Staff must take emergency contact numbers for parents on outings, along with a first aid kit and a mobile phone. Small groups of children may be taken on outings providing there are sufficient numbers of staff remaining on the premises to maintain appropriate staff to child ratios. Staff must seek written permission from parents to take children out of the nursery.

Animals in the nursery

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

Animals in the nursery as pets:

- we take account of the views of parents and children when selecting an animal or creature to keep as a pet in the nursery
- we carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature
- we provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely
- we ensure the correct food is offered, at the right times
- we make arrangements for weekend and holiday care for the animal or creature
- we register with the local vet and take out appropriate pet care health insurance
- we make sure all vaccinations and other regular health measures, such as de-worming, are up-to-date and recorded
- children are taught correct handling and care of the animal or creature and are supervised
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- staff wear disposable gloves when cleaning housing or handling soiled bedding
- if animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner
- the owner carries out a risk assessment, detailing how the animal or creature is to be dealt with and how any safety or hygiene issues will be addressed.

Visits to farms

- Before a visit to a farm, a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed by the Nursery Manager.
- The Field Trips procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

Food for messy play policy

At Twisty Tails we have adopted a messy play policy to reflect our commitment to ensuring that all the children in our care have quality play opportunities which are safe. Our aim is to ensure that 'food for messy play' activities are age appropriate and are linked to the Early Years Foundation Stage which actively promotes children's creative and sensory development.

The tactile experiences gained during these activities help children experience a variety of textures. Using 'food for messy play', children can learn to explore and experiment using all their senses. They can feel, smell, pour and mix to see what happens next, having fun while they learn.

Babies and toddlers develop hand/eye coordination along with fine motor skills. We always check for allergies and dietary requirements before engaging in the activities using food.

All activities are supervised to ensure the children's health and welfare is our top priority at all times. Utensils and other equipment used during these activities are regularly cleaned and the children are encouraged not to eat the 'play' food or put play equipment into their mouths, although sometimes this is unavoidable.

This procedure is for staff and covers ANY activity that children take part in which contains ANY food (includes made play dough).

- Only food supplied by the nursery can be used for 'messy food' activities. This is because the 'food' supplied has been risk assessed and is age related. The food is stored in the kitchen only.
- Plan 'messy' food activities after taking into account children with food allergies. The allergies board can be found in each room and the kitchen.
- Check all 'food for messy play' prior to use to make sure it is in date.
- Room Leaders will liaise with each other when carrying out weekly planning using 'food for messy play' in order to share the activity where possible to cut down on food wastage.
- Days should be varied each week in order for all children to have the opportunity to join in 'food for messy play' activities.
- Small group activities using food have more effect and must be supervised.
- Keep the food with the activity and not around the room.
- Food used for messy play should be presented in ways that make the food appear differently to the way it would be presented for eating, e.g. in trays (small and large), with added food colouring, raw or dried when normally eaten cooked etc.
- Food should only be used in 'messy play' when something significant is planned for specific areas and to support children's learning.
- Children should be discouraged from eating 'play food' along with putting any equipment used into their mouths.

- Wet food should be disposed of in the kitchen bin.
- Dried food should be inspected for possible reuse. Dried food that can be reused should be stored in a container labelled with the original expiry date on the packet, the date the food was stored and the contents. This should then be returned to the 'play food' cupboard for future use.
- Food play should always be supervised to avoid children putting the food in their mouths and choking as a result
- The following foods can be used for 'messy' play activities:

Under 2 years old:

Oats

Rice crispies

Custard

Dyed cooked pasta

Jelly

Canned peas

Instant mashed potato

Baked beans

Over 2 years old:

All of the above and including,

Pulses

Dried pasta

Ice Care must be taken with the size so as not to be a choking hazard

Raw root vegetables

Cornflour

Outdoor Learning Policy

“A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.”Being outdoors has a positive impact on children’s sense of well-being and helps all aspects of children’s development.

- Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.
- It gives children first-hand contact with weather, seasons and the natural world.
- Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.
- Children have a biological drive to use their physical skills and benefit from physical activity.
- Being physically healthy is not simply about having nutritious food. It also includes having a clean and safe environment; appropriate clothes; healthcare; mental stimulation; access to the outdoors and loving relationships.

Outdoor activities should reflect and extend the curriculum of the nursery, through outdoor play and exploration children can develop:

- Communication, language and literacy
- Physical strength and confidence
- Spatial awareness
- Gross fine motor skills
- A sense of freedom, exhilaration and self-expression
- Opportunities to build on their natural motivation and curiosity about the world in which they live
- An understanding of the effect of their actions upon other people and the environment
- Opportunities to develop tactile and sensory awareness
- An understanding of the wide range of natural resources phenomena in the changing world outside
- Knowledge, understanding and skills in all areas of learning and experience
- The values, and attitudes, skills and knowledge and understanding of global citizenship.

The garden has a specific role in this by allowing children to play a part in sustainable development - learning and finding out about living things and how to take care of them and a sense of the future, and also a sense of wonder and curiosity about the world around them. A well planned outdoor environment

contributes to the development of the whole child, and provides opportunities for the adults to observe, record and extend young children's development in different contexts.

The outdoor area is available to every child on a daily basis:

- It is every member of staffs responsibility to ensure children are playing and learning safely and with purpose.
- It is the Nursery Managers responsibility to ensure the safe deployment of staff in the environment. If the majority of children are outside this should be reflected by the number of staff.
- Our continuous provision allows children to access resources independently.
- Observing children's play enables us to enhance the outdoor provision and experiences.

Adult Role

- Staff help children to become aware of the world around them through allowing them to explore the garden, stimulating their interest and responding to their connections with the elements and natural environment.
- Staff teach children the skills of using outdoor tools and equipment safely and with care.
- Staff provide a secure and safe environment in which children can take risks and challenge themselves.
- Staff build on children's experiences at home and in other nurseries.
- Staff plan and observe next steps for children's development using the indoor and outdoor environment.
- Staff foster and promote a sense of responsibility for caring for the environment and living things especially through growing and recycling.
- Staff introduce the correct terminology of natural and living things.
- Staff encourage children to explore their physicality through movement and sound.
- Staff model and demonstrate exploration of the garden, its equipment and appropriate tools and clothing.
- Staff assist children in accessing the garden to practice and develop their individual skills.
- Staff encourage children to work collaboratively, sharing skills, knowledge and enjoyment.
- Staff participate with enthusiasm in children's play.
- Staff should care for and maintain resources.
- Staff are positive role models for parents, by demonstrating and modelling support for children's outdoor play.
- Staff actively encourage parents to be involved in their child's learning and development and value experiences within the outdoor environment.

Planning

Planning incorporates a balance between adult and child initiated activities and experiences taking account of children's interests, experiences and schemas. Individual and group planning incorporates all areas of learning and development and puts the principles of the Early Years Foundation Stage into practice. Planning should always follow the same pattern – observe, analyse, and use what you have found out about the children in your group so that you plan for the next steps in their learning.

Aspects/Areas of Provision —

- Role Play Transporting Construction
- Gardening
- Natural Materials
- Physical Challenge and sensory development
- Meeting Places
- Creative Arts
- The Natural Environment: Wildlife and Vegetation
- Mark Making

Settling in Policy

Our Aims

- **To work closely with you**
- **To support your child in the move from home, family and familiar people, into the new community of the nursery**
- **To help your child make a strong attachment to her or his key person**
- **To help your child feel secure and confident in the nursery**
- **To work with you to help your child with any difficulties that might arise**

Helping your child to settle in

We would like to welcome you and your child to Twisty Tails Nursery. We hope that you get to know us and have a happy and successful time at the nursery. We look forward to getting to know you.

Children settle into nursery's in lots of different ways. Some children will confidently move into the room as soon as they come in. Other children may be nervous and anxious about leaving their parent. Most children will be somewhere in between. Please try not to worry if your child experiences difficulties – it is a very normal part of a child's development to be anxious, nervous or angry about starting nursery. We also recognise that many parents will find this a difficult and sometimes upsetting process. We hope that we can use our experience to support you and your child in whatever way suits you.

Please remember that we require all parents and carers to help their children settle in. No matter how confident you feel your child is, we will insist that you follow our settling in procedures. In our experience, all children benefit greatly when the nursery works closely with the family on settling in.

Children can be helped to settle in by their parents, and other important people who they know well and can be comforted by – aunts, uncles and grandparents for example.

The Settling-in Period

Different children need different amounts of time to settle in. We recommend that you **plan for two weeks** to support your child.

The settling in period is this time when you are here with your child in the nursery. It is a time for your child to get to know his or her key person - with the reassurance of having you here too. As the relationship develops, your child will be able to trust that:

- The key person and the other staff in the nursery are able to meet her or his needs
- They can be helpful, comforting and deal positively with any problems
- They can provide interesting experiences that make it worthwhile to come to nursery.

The settling in process gives you a chance to check out:

- What type of nursery this is
- What kinds of experiences we offer to the children
- Get to know the staff

You will be able to see how we:

- Play with children
- Talk with them
- Have fun together
- Set boundaries for children
- Deal with difficult behaviour.

You are always welcome to ask about how we work and how we deal with particular situations.

In our experience, settling in takes about **two weeks** (although it will vary greatly from one child to another). Our aim is to settle children in at their own pace – when children are ready to move away from their parents, we will encourage and support

this. We have found that this means more settled and happier children – and parents! The process often goes like this:

- 1. Your child spending time in the room with you.** During this time, you are available to support your child, to ease the transition for your child from home to nursery, and to help staff get to know your child. At this stage it might be best to be **available** to your child **but not too interesting!** In other words, it might be best to avoid getting deeply involved in your child’s play at this time. This allows members of staff to make a judgement about engaging your child in experiences. However, you are the parent and we will support you in judging how to handle this for the best. We are aware that both you and your child may be feeling stress at some points, and your child may not appear to be on “best behaviour”. Please don’t worry about this – it is all part of the process. As adults, if we try to relax as much as possible and remain confident, this will help the children.
- 2. Your child spending time in the room whilst you are in another part of the building.** It will be up to you and the room leader to discuss when your child is ready for this step. This means that your child has the opportunity to explore the room and have her or his needs met by the staff. This might be for quite a short period of time at first, and then for longer stretches of time. During this time, please help yourself to tea and coffee. It is very important that you say clearly to your child that you will be leaving the room. It’s tempting to leave when your child is busy, but if your child turns round a few minutes later to find you have unexpectedly gone, she or he may be really distraught. It is essential that you do not leave the building without talking with your room leader first.
- 3. Finally, it is for you to judge – with the support of the room leader – when your child is ready to be left in the Nursery with the staff.** Your child might be very sad at the moment of parting, but if the settling in process has gone well she or he will be able to manage this with the support of the room leader and other members of staff. If your child continues to be upset after you have gone, please be reassured that we would contact you and **would not** put your child through an ordeal. It is still important for you to say goodbye to your child clearly, so that your child knows what is going on and can express how he or she feels about it. Some parents find it easiest to set a limit on how long they will stay at dropping-off time, for example “I’ll read two books with you and then it will be time for me to go.” It is up to you how you manage this, but please do ask for support or advice if it will be helpful. It is not uncommon for a child to settle very well into the nursery, and then unexpectedly a few weeks later to find it difficult to come in. This might be for any one of a variety of reasons, and again we will offer our support or help if you would like it.

4. **At any stage of the process** – if you would like to talk to someone, or need ideas, or support, or help ... then please talk to your room leader, or the Nursery Manager.

5. It is best to arrange to do this in a private space – not in front of your child.

As a team, we are committed to working closely and supportively with parents and carers. We look forward to developing a relationship with you.

Transition Policy

"Transitions occur throughout early childhood. They occur at different times as a young child moves from home to an early years nursery, from one early years nursery to a different one and when a child moves from an early years nursery to a primary nursery." (A Curriculum Framework for Children 3-5, 1999)

Twisty Tails Nursery aims:

- To meet the needs of the children and individual parents and carers at times of transition.
- To work in partnership with parents/carers to ensure transitions are effective and successful.
- To gather written information about each child given by parents/carers and children.
- To ensure parents receive useful information about the nursery.
- To share the settling in policy with parents/carers.
- To provide opportunities for staff and parents to meet and discuss progress or concerns.
- To raise awareness of and share completed 'Next Steps' Transition Document with parents and the next receiving room/school.
- To work in partnership with other professionals involved with some children who have additional support needs and who may need enhanced transition arrangements.

As a team we will:

- Ensure parents are notified of transition dates.
- Gather written information from parents/carers and children to ensure we are well informed about each individual child e.g. enrolment forms, 'All about me' forms (sharing likes and dislikes, hobbies, etc.) and permission slips (for outings, photographs, changing clothes etc.) and ensure we follow the Additional Support for Learning transition regulations with regard to children with additional support needs e.g. timescales.
- Share information about the nursery with parents/carers in the form of handbooks/welcome brochures, notice boards, newsletters and through talking with staff.
- Ensure that we seek and take account of parental/carer views by ensuring they have the opportunity to ask questions, discuss progress and air individual concerns throughout the year, both formally through parent interviews and informally using the nursery's open door policy.
- Complete the 'Next Steps' transition document as appropriate, share this with parents/carers and pass it on to the receiving group.
- Complete as far as possible, a 'Next Steps' document for a child moving between rooms during the course of a year and ensure this is passed on to the receiving room leader.

- Arrange a meeting between staff from both rooms, where relevant, to exchange information, e.g. transition document, folio of children's work and any other pertinent information.
- Work in close partnership with the receiving room team.

Transfer of records to nursery

We recognise that children sometimes move to another early years nursery before they go on to school, although many will leave Twisty Tails to enter a nursery or reception group.

We prepare children for these transitions and involve parents and the receiving nursery or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our nursery; in order to enable smooth transitions, we share appropriate information with the receiving nursery or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving nursery or nursery.

Procedures

Transfer of development records for a child moving to another early years nursery or school:

- Using the Development Matters in the Early Years Foundation Stage guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - any additional language spoken by the child and his or her progress in both languages
 - any additional needs that have been identified or addressed by the nursery
 - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, and the name of the lead professional
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.

- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, a star is placed on the front of the assessment record.

Transfer of confidential information

- The receiving nursery or school will need to have a record of any safeguarding or child protection concerns that were raised in the nursery and what was done about them.
- A summary of the concerns will be made to send to the receiving nursery or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.
- Where a CAF has been raised in respect of any welfare concerns, the name and contact details of the lead professional will be passed on to the receiving nursery or school.
- Where there has been an investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving nursery or school – regardless of the outcome of the investigation.
- This information is posted or taken to the nursery or school, addressed to the nursery or school's designated person for child protection and marked as 'confidential'.

Key Person Policy

At Twisty Tails we acknowledge that children need different levels of support at different times:

1. Birth to 9 months when children need **security**.
2. 8 to 18 months when children rely on their **relationships** with adults.
3. 18 to 36+ months when children are forming their **identity**.

We understand that young children:

- Need to feel secure, to focus their attention and learn from their experiences.
- Need a routine for their physical needs.
- Are developing a sense of who they are and how the people in their culture interact with each other.

We use the Key Person system to:

- Ensure a nurturing; caring, safe relationships with an adult to create the environment young children need in order to learn.
- Provide environments that are engaging and responsive without being too stimulating.

The Key Person is:

- The person to whom the child is attached and provides a secure base, a place of safety, warmth and comfort
- The person who responds to an anxious child to ensure that they form appropriate attachments.

The Key Person is:

- Sensitive
- Regularly available
- Reliable
- Warm
- Responsive
- Consistent

The role of the Key Person is to provide consistent care for key children in the following ways:

- To greet and say farewell to each key child and their main care giver when possible.
- To lead settling in routines to ensure smooth transitions.
- To lead all care giving routines where possible.
- To communicate with main carers on a regular basis, face to face or in home nursery link books with regard to a child's emotional well being or daily routines. This is always in liaison with the room leader.

- To ensure that the room leader and other colleagues have essential information about key children in their absence to record any information as agreed with the room leader and key children's parent.

Play

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children by working collaboratively as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

Children are given opportunity to be creative through all areas of learning, not just through the arts. The Key Person can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children have access resources and are allowed to move them around the nursery to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime areas

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

Specific areas

- Literacy
- Mathematics
- Expressive Art and Design
- Understanding the World

These areas are integrated into the children's learning as they are equally important and depend on each other. All areas are delivered through a structured, balanced programme led by the staff and child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS, which is placed in their Early Years Foundation Profile.

Learning and Teaching Policy

At Twisty Tails we believe that the EYFS is fundamental in instilling positive dispositions towards learning. Children need to be involved actively in their learning, the process of which should be a rewarding and enjoyable experience.

Learning should be holistic as 'every aspect of learning for young children is interrelated and interdependent'. The process of learning is as important as the outcome. The environment needs to allow children to initiate their own learning and learn from each other in a safe and secure environment. Staff should have an interactive, supportive role providing opportunities both indoors and outdoors which are planned, purposeful, challenging and achievable. Staff should ensure that a range of strategies are used in learning and that their teaching is varied and adapted to suit the needs of the individual child.

Learning

We want:

- To provide children with opportunities to initiate their own learning and to learn from each other.
- To encourage children to develop positive dispositions to their learning.
- To allow children time to consolidate their learning.
- To provide a safe and comfortable learning environment.
- Children to develop a positive self image.
- Children to learn through movement and use of all the senses.
- Children to make links in their learning.
- To promote the development and use of language.
- To ensure that play is progressive and matches their level of development.

Teaching

We want:

- Staff to use their expertise to know when it is appropriate to teach skills and knowledge directly.
- Staff to model a range of positive behaviour and promote rich language experiences.
- To plan the indoor and outdoor environment in a manner appropriate to their level and which encourages purposeful play.
- To work with parents in partnership and recognise their continued role.
- To undertake skilful and well-planned observations to assess children's development and progress.
- Children to teach each other.

Guidelines

- Within the Seven Areas of Learning staff plan activities that allow children to initiate their own learning based on prior observations.

- Children's efforts are rewarded and commented on positively according to their differing levels of ability/experience.
- Staff recognise the importance of allowing children time for sustained concentration across the broad range of learning experiences.
- The learning environment is one of mutual respect and trust between children, parents and staff.
- Staff regularly review the children's learning environment, both indoor and outdoor to ensure health and safety criteria are met.
- In accordance with nursery policies all children are included and not disadvantaged in terms of their gender, ethnicity, home language, SEN, disability or ability.
- Activities are planned to offer appropriate physical and sensory challenges.
- Additional adult help is provided to support children with low-level motor skills, to encourage increased independence.
- All staff, including specialist staff share a responsibility to ensure that children's learning experiences are interrelated. Areas of learning are not viewed in isolation.
- Staff recognise that they have responsibility for encouraging and developing in the children good standards of spoken language through conversation and careful questioning.
- Staff provide a challenging play environment, which extends and develops their experience.
- Staff use their knowledge of the children and their observational skills to plan appropriate staff directed activities.
- Play opportunities are planned and supported to allow the children to develop in all Areas of Learning.
- Importance is placed on open lines of communication between home and nursery.
- Children are assessed through observation in groups and individually across their range of experiences to inform staff of attainment and to target areas for development and thus inform future planning.
- Opportunities for children to teach each other are encouraged.
- The learning environment is organised in an attractive stimulating way that allows the children ease of access to resources that will aid their development in all Areas of Learning.

Assessment Policy

Assessment is an integral part of teaching and learning. It provides a framework within which educational objectives may be set and children's progress monitored. It forms the basis for reflecting on what children are able to do as well as planning the next steps for learning in response to the child's needs.

We undertake sensitive observational assessments in order to plan to meet individual children's needs and provide experiences that are appropriate to each child's stage of development.

Assessments are made on the staffs accumulated knowledge of the whole child in a chronological **Learning Journey** across the 7 areas of learning.

A summary of the child's progress against the early learning goals and the assessment scales is given to the parent at the end of the academic year. Parents are welcome to view their child's Learning Journey at anytime.

To monitor your own child's progress you can access their online journey everyday via our online system known as Tapestry.

Online Learning Journey

All parents will be given the opportunity to access Tapestry or EY Log, which will be introduced to them at the very earliest of opportunities. An online learning journey agreement and information will be given to parents and discussed to enable parents to understand the benefits to the child.

All children attending Twisty Tails have a personal on-line learning journey that records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of their experiences during their time with us.

We use Tapestry (Colindale) or EY Log (Pinner), both systems are hosted in the UK on secure servers. Parents/carers and key persons will have secure access (via email address and password) to their child's learning journey and, in addition to viewing staff's contributions; we encourage parents/carers to add to it by uploading photos and comments, or commenting on observations made by staff.

Parents will be given all relevant information on how to set up the learning journey from the Nursery Manager.

Partnerships with parent/carer(s)

We believe that in order for children to receive quality care and early learning that suits their individual needs, parent/carer(s) and staff need to work together in a close partnership. The two-way sharing of information is key to this. The nursery team welcomes parent/carer(s) as partners and this relationship needs to be built on trust and understanding. It is important that we, as staff, are able to support parent/carer(s) in an open and sensitive manner.

The nursery wishes to ensure parent/carer(s) are an integral part of the care and early learning team within the nursery.

At Twisty Tails we aim to:

- Recognise and support parent/carer(s) as their child's first and most important educators, and to welcome them into the life of the nursery.
- Generate confidence and encourage parent/carer(s) to trust their own instincts and judgement regarding their own child.
- Welcome all parent/carer(s) into the nursery at any time.
- Ensure nursery documentation and communications are in a format to suit individual parent's needs, e.g. Braille, multi-lingual, electronic communications.
- Ensure that all parent/carer(s) are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided and our full policy documents are given to each parent when a child joins. A further copy is also available to everyone at all times in the entrance hallway, a copy is also available on our website.
- Maintain regular contact with parent/carer(s) to help us to build a secure and beneficial working relationship for their children.
- Support parent/carer(s) in their own continuing education and personal development and inform them of relevant conferences, workshops and training.
- Create opportunities for parent/carer(s) to talk to other adults in a secure and supportive environment through such activities as open days, parent/carer(s) evenings and a parent/carer(s) forum.
- Inform parent/carer(s) about the range and type of activities and experiences provided for children, the daily routines of the nursery, the types of food and drinks provided for children and events through regularly distributed newsletters, parent notice boards, about me documents and a number of other ways.
- Operate a key person system to enable a close working relationship with all parent/carer(s). Parent/carer(s) are given the name of the key person of their child and their role when the child starts. Support two-way information sharing regarding each child's individual needs both in nursery and at home.

- Inform parent/carer(s) on a regular basis about their child's progress and involve them in the shared record keeping. Parent/carer(s) evenings will be held at least twice a year. Parent/carer(s) will be consulted with about the times of meetings to avoid excluding anyone.
- Consider and discuss all suggestions from parent/carer(s) concerning the care and early learning of their child and nursery operation.
- Inform all parent/carer(s) of the systems for registering queries, compliments or complaints, and to check that these systems are understood by parent/carer(s).
- Provide opportunities for parent/carer(s) to learn about the Early Years Foundation Stage and about young children's learning in the nursery and how parent/carer(s) can share learning at home and where they can access further information.
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment.
- Respect the family's religious and cultural backgrounds and beliefs and to accommodate any special requirements wherever possible and practical to do so.
- Inform parent/carer(s) how the nursery supports children with special educational needs and disabilities.
- Find out the needs and expectations of parent/carer(s). These will be obtained through regular feedback via questionnaires encouraging parent/carer(s) to review working practices. These are then evaluated by the nursery to promote nursery practice, policy and staff development.

Behaviour Management Policy

We believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. The Nursery Manager currently has overall responsibility for issues concerning behaviour. They are required to:

- Keep up to date with legislation, research and thinking on handling children's behaviour.
- Access relevant sources of expertise on handling children's behaviour; and check that all staff have relevant in-service training on handling children's behaviour.
- Keep a record of staff attendance at training.

All staff, volunteers and students are expected to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. Positive strategies for handling any conflict by helping children find solutions in ways that are appropriate for the children's ages and stages of development are used – for example, distraction, praise and reward.

New staff and volunteers are familiarised with our behaviour policy and the rules for behaviour. All members of staff, volunteers, students and parents are expected to keep to the rules so that consistency is applied. Desirable behaviour, such as kindness and willingness to share is always endorsed through praise and we avoid creating situations in which children receive adult attention only in return for undesirable behaviour.

When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately. Physical punishment, such as smacking or shaking, is never used and we never send children out of the room by themselves. Physical restraint, such as holding, will only be used to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Nursery Manager and is recorded in our Accident/ Incident book.

Parents are informed on the same day and asked to sign the book to indicate that they have been informed. In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. We do not shout or raise our voices in a threatening way to respond to children's behaviour.

Unacceptable behaviour is dealt with in ways that are appropriate to the children's ages and stages of development – for example, by distraction, discussion or by withdrawing the child from the situation. Through our key person system, parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We have a zero-tolerance approach to any form of bullying.

If a child bullies another child or children:

We intervene to stop the child harming the other child or children, explaining why this behaviour is inappropriate. Reassurance is always given to the child or children who have been bullied. Children who bully will receive praise when they display acceptable behaviour and we do not label children who bully. We discuss with parents any unacceptable behaviour and work with parents towards a way of handling the child's behaviour. When children have been bullied we share what has happened with parents, explaining that the child who bullied is being helped to adopt more acceptable ways of behaving.

Biting Policy

At Twisty Tails Nursery, the well being of all children is paramount. We also recognise that biting is a normal part of young children's development. Consistency in behaviour guidance is essential for reducing the instances of this particular behaviour.

Procedures

- Parents will always be informed if their child has bitten or was bitten.
- Staff will NOT give out the name of any other child involved.
- When a child bites, our behaviour guidance policy is followed.
- Staff's attention is mainly focused on the child who has been bitten, in caring for them and ensuring they feel better.
- Staff will help children who have been bitten to increase their skills of assertiveness.
- An explanation is given to the child who has bitten that such behaviour is not acceptable.
- They are encouraged to use words to communicate their feelings.
- When a child is constantly biting a specific behaviour guidance strategy will be written by the staff and discussed with the child's parents. Staff will try to recognise and prevent occurrences of biting, to reduce harm to others and help children learn more positive strategies for social engagement.
- All staff will be made aware of behaviour guidance procedures for biting.
- Parents will be reassured that biting is a normal behaviour in young children and everything is being done to reduce the instances of biting within the nursery. Staff will give informal feedback to any concerned parent regarding the progress of specific behaviour guidance strategies in place. Specific time should be made for parents wishing to discuss with staff in more depth.

Complaints Policy:

- Applies to issues between **staff**, and **staff and parents**.
- Encourages resolution of problems by **informal** means wherever possible.
- Is **simple** to understand and use.
- Is **impartial** and **non-adversarial**.
- Allows **swift** handling with established **time-limits** for action and keeping people informed of the progress .
- Ensures a full and **fair** investigation by an independent person where necessary.
- Respects people's desire for **confidentiality**.
- Addresses all the points and provides an **effective** response and **appropriate** redress, where necessary.

General Principles of Complaints

- The underlying principle is that concerns ought to be dealt with on an informal basis without the need for formal procedures, if at all possible.
- If concerns/complaints cannot be resolved informally then the procedures under the Complaints Policy are followed.
- Taking informal concerns seriously at the earliest stage will reduce the numbers that develop into formal complaints.
- A complaint may be made in person, by telephone, or in writing and an unsatisfied complainant can always take a complaint to the next stage.
- The requirement to have a Complaints Policy need not in any way undermine efforts to resolve the concern informally. It is helpful if staff are able to resolve issues on the spot.
- If the issue concerns alleged minor physical mishandling or verbal abuse, this will normally be dealt with in accordance with the procedures under the Complaints Policy.

Dealing with Complaints

Raising Initial Concerns - Informal procedures Parents:

- Talk to the member of staff concerned about the problem, which is often the quickest way to put things right.
- It may be possible to talk the issue through on the phone, or arrange a convenient time to come into nursery. It is always best to make an appointment in advance, so that we can ensure that the person you wish to speak to is available and not working in the rooms.

- Most problems are sorted out by this stage but if there are still concerns the matter should be discussed with a senior leader.

Staff:

- If a member of staff is experiencing concerns in relation to the work or behaviour of a colleague, then in the first instance, that person should discuss the matter informally with their colleague. This is the first and most appropriate action and will resolve most matters quickly and effectively.
- If the matter is not resolved, then either can refer the matter on to the appropriate line manager who will take appropriate action (i.e. encourages resolution of problems by **informal** means wherever possible).
- If the matter is being referred on to the appropriate line manager, the member of staff doing this must tell the member of staff (who is the subject of the complaint) that this is taking place, except where this constitutes Whistle Blowing – see *Safeguarding Policy*.

Investigating Complaints

At each stage, the person investigating a complaint should make sure that they:

- Establish **what** is alleged to have happened so far and **who** is alleged to have been involved.
- Clarify the nature of the complaint and what remains unresolved.
- Meet with the complainant or contact them (if unsure or further information is necessary).
- Clarify what the complainant feels would put things right.
- Interview those allegedly involved in the matter and/or those complained about, allowing them to be accompanied if they wish.
- Conduct interviews with an open mind and be prepared to persist in the questioning.
- Keep notes of interviews and the investigation.
- Ensure that at the end of any interview or discussion, the complainant and the member of staff have the same understanding of what was discussed and agreed.

Resolving Complaints

- At each stage in the process the person investigating the complaint will be considering ways in which a complaint might be resolved. It might be

sufficient to acknowledge that the complaint is valid in whole or in part. In addition, **it may be appropriate to offer one or more** of the following:

- An **apology**
- An **explanation**
- An **admission** that the situation could have been dealt with differently or better
- An **assurance** that the event complained of will not recur
- An **explanation** of the steps that have been taken to ensure that it will not happen again
- An **undertaking** to review nursery policies in light of the complaint

An effective investigation process will identify areas of agreement between the parties. It is also of equal importance to clarify any misunderstandings that might have occurred as this can create a positive atmosphere in which to discuss any outstanding issues. An admission that the nursery could have dealt with the situation better is not an admission of negligence.

Time Limits

Complaints need to be considered, investigated and resolved as quickly and efficiently as possible. To this end therefore, the nursery will endeavour:

- To acknowledge receipt of a complaint within 24 hours - in writing (by letter or email) or by phone.
- To discuss the matter by phone (if this is deemed necessary) as soon as possible and at least within 2 working days.
- To arrange a meeting to discuss the matter as soon as possible and at least within 5 working days. Where further investigations are necessary, new time limits can be set and the complainant informed of these and the reason for the delay.

Zero tolerance policy

Staff face, on a daily basis the challenge of trying to deliver an effective educational service at child, room and managerial level. Our staff also work positively towards developing a working partnership with parents, guardians and other family members. Policies and procedures are in place to protect our individual children and staff as employees and as such parents are strongly advised to follow these procedures. Occasionally some parents choose not to follow the existing procedures and protocols when they believe they have a concern or an issue and choose to respond in a negative, hostile or intimidating manner towards our staff. Whilst these incidents are isolated and rare they can often involve persistent, unacceptable behaviour towards either one or more members of staff.

This policy aims to provide clear guidelines for the management of unwanted behaviour.

Behaviours not acceptable on nursery on nursery premises:

- Screaming, shouting, loud intrusive conversation
- Threats or Threatening behaviour
- Malicious allegations relating to staff, other parents or visitors.
- Harassment and Bullying
- Offensive Language, including derogatory, sexist, racist remarks
- Intimidating behaviour – verbal or non-verbal
- Inciting hatred and hostility towards others
- Wilful damage to property
- Theft
- Violence – to persons or property
- Offensive sexual gestures or remarks

Any parent behaving unlawfully will be reported to the police.