

The Mulberry Bush Nursery

POLICIES

MULBERRY BUSH NURSERY

POLICIES

Responsible Person:

Health & Safety	Tracy Green
Safeguarding Children	Jane McKee Deputy: Tracy Green
SEND	Sarah Ellis Deputy: Laura Beeslee
First Aid Supplies	Nicola Galloway
Behaviour	Laura Beeslee
Equal Opportunities	Annette Nunn
Accident/Incident/Medicine Record	Jane McKee (safeguarding officer)

CHILD PROTECTION **STATEMENT**

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

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Admissions and Settling in policy

Aim

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

This policy is underpinned by:

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

- When the parents visit we ensure they are informed of all appropriate funding which they could access. Parents are shown round and introduced to any staff that are present on that day and may ask any questions they may have.
- They are given a prospectus along with our terms and conditions to take away with them to look at, at their leisure.
- We regularly consult with parents/carers.
- Currently we do not have a waiting list. Completion of the registration form and payment of the appropriate registration fee if applicable will enter a child onto the waiting list for the allocation of places. Should one be needed it will be arranged in order of application, except for emergency admissions. Priority would be given to a sibling of a child already attending the nursery.
- The procedures for registering a child take place after looking around the nursery.
- A registration form at the back of the prospectus is filled in and sent back to nursery along with a registration fee for any children who are not claiming just their 15 hours free entitlement and a signed copy of the terms and conditions.
- A letter of confirmation is sent on receiving these details with a provisional date for a home visit if requested and for a free 1 and a half hour trial session. Also enclosed is a child's care form and permission forms to be filled in to give staff an overview of the child as they start with us.
- We allocate a Key Person to each child and his/her family before she/he starts to attend; the Key Person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- To support the child and parents with the transition to nursery we offer a 'Home Visit'. This will involve the Key Person and a member of management visiting the family at home to meet with the child in their own environment. We would take this opportunity to go through the 'On Entry Data' sheet that we complete with parents to find out as much about the child before they start to enable us to begin planning for the child as quickly as possible. If the family choose not to have a 'Home Visit' the parents will be asked to complete the 'On Entry Data' sheet at the child's trial session or as soon as practicably possible.
- We record and monitor the gender and ethnic background of children attending the nursery by adding this to the registration form which is filled in as the children join the group to ensure that no accidental discrimination is taking place and to ensure our intake represents the social diversity of our local community and we meet the needs of our local community.
- We share information about this by informing all staff of any particular needs.
- We organise pre-visits to the nursery which consists of a one and a half hour free trial. Parents are free to stay during this trial, or some of the trial or can leave straight

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

- We make sure that we consider every child as an individual when attending the nursery by providing age and ability appropriate toys, observing and planning with the children's interests taken into consideration and knowing their likes and dislikes and incorporating these within the nursery.
- The procedures we have within the nursery for ensuring that each child settles in at their own pace are to allow them to bring in comfort objects/toys. An assigned Key Person will be available for welcoming the child and ensuring they feel comforted and happy and to liaise with the parents. All children under 3 years of age have a daily 'red book' which their Key Person completes to allow the parents to learn about their child's day.
- Parents will be informed of our settling-in procedure when they come to visit the nursery and by reading the information in the prospectus given to them. We will keep parents updated on their child's progress by completing daily forms and liaising with the parents.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- Upon registration of a child we make parents aware that there is help they can access with regards to fees for example: 2, 3 and 4 year old 15 hours free funding per week. Parents are advised the funding can be claimed for a session no longer than 10 hours, no shorter than 2.5 hours and not before 7am or after 7pm.
- During the induction process we explain to parents/carers the procedures that should be followed if their child is absent.
- We are flexible about attendance patterns to accommodate the needs of individual children and their families providing the stretched entitlement for the early years funding allowing parents to 'stretch' their child's entitlement by taking fewer free hours a week over more weeks of the year.
- We will work closely with our parents/carers to encourage them to take up their child's full free entitlement. We are committed in supporting children and their families to access their full entitlement as key findings from the Effective Provision of Pre-School Education (EPPE) Project, DFES, 2004 – Brief No: RBX15-03 details the impact of attending a Pre-School centre. Pre-School experience compared to none, enhances children's development. The duration of attendance is important with an earlier start being related to better intellectual development and improved independence, concentration and sociability. Full time attendance led to no better gains for children than part-time provision. Disadvantaged children in particular can benefit significantly from good quality Pre-School experiences, especially if they attend centre's that cater for a mixture of children from different social backgrounds.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Arrival and Departures and Securing the Premises

Aim

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

This policy is underpinned by:

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

Security measures

- The main entrance has a swipe card/key fob system. Parents are encouraged to purchase a swipe card or fob for a fully returnable fee. The swipe card/fob opens the door from the inside or outside during nursery opening hours only. Staff are also issued with a swipe card. All entrances and exits using the swipe card/fob are monitored and recorded electronically.
- Visitors are required to use the door buzzer and there is an intercom for staff to talk to visitors before the door is unlocked. Visitors will be required to show their identification pass if relevant to the staff before entering the premises.
- Parents and visitors are made aware of the security measures when entering and leaving nursery, as there is a sign on the door stating "Please ensure the door closes properly behind you".
- The front door has an alarm fitted to it which sounds after 10 seconds if the door is not shut securely.
- All visitors are required to sign in and out of 'the Visitor's Book' which asks for entry/exit times and the purpose of their visit. Visitors will then be issued with a visitor's badge, detailing their name and the date.
- The front door is locked every evening with a key. Only Senior Staff and staff who are required to open and close the nursery have a key for the front door.
- The back gate is secured by a combination lock. All staff members are aware of the code in case this back gate needs opening for an evacuation.
- Internal safety gates are in used wherever necessary

- All outdoor areas are securely fenced. An 'Outdoor Check' is completed every morning before the children go outside to check the outside area is safe and secure. This is recorded in a file.
- All fire exits remain unlocked throughout the day. Fire doors are left clear of obstructions at all times.
- The door to the kitchen is bolted at all times when it is unoccupied as children are not allowed access at any time.
- The doors to the swimming pool from the grass area are locked at all times by a key whenever the pool is not being used. The door to the swimming pool from the astro-turf area is locked by a key code. All doors are checked every morning in the routine 'Outdoor Safety' check. Whilst swimmers are changing the door between the pool and the changing room is bolted. Whilst children are swimming there is always a member of staff on poolside as well as the qualified swimming instructor present.
- Bolt locks are used indoors on kitchen and cupboard doors where necessary.

Systems for arrivals and departures

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

Changes on premises

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Behaviour Management Policy

Aim

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

This policy is underpinned by:

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

In order to achieve our aim we:

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

- Ensure all staff provide a positive model for the children with regard to friendliness, care and courtesy.
- Expect all staff in the nursery to praise and endorse desirable behaviour such as kindness and willingness to share.

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

When children behave in unacceptable ways:

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

- Children may use “bad” behaviour to seek attention, we reverse this by giving attention and praise to that child for any “good” behaviour, this will normally result in a general change in the behaviour of the child.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Rough and tumble play and fantasy aggression

- Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
- Members of staff have attended training courses to support them managing this type of play. All staff who attend training courses are required to provide notes of their learning and feedback at the next staff meeting. All staff training is recorded on the CWDC toolkit including our in house behaviour training recently attended by all staff.

Anti-Bullying policy

- We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.
- Bullying in any form is considered unacceptable. This relates to instances involving children, staff or parents/carers. Any behaviour that is considered to amount to bullying will be recorded and addressed with the individual concerned.

- In the case of a child, this will be within the framework and procedures of the nurseries behaviour policy. Persistent bullying which cannot be resolved may eventually result in the child being excluded from nursery.
- Allegations of bullying involving members of staff will be dealt with through the framework and procedure of the nurseries discipline and grievances procedure.
- Repeated instances of behaviour that amount to bullying of staff by users of the nursery may result in the family being excluded from nursery.
- Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

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

Rough and Tumble Play

- Young children often engage in superhero and weapon play. This behaviour should not necessarily be identified as aggressive and hurtful behaviour but can become inappropriate at times and may need addressing.
- We recognise that rough and tumble play are normal for young children and are acceptable within limits.
- We develop and agree methods with the children to ensure they are aware of the boundaries so children are protected from being hurt.
- We make the most of learning opportunities, helping the children to consider alternative strategies for the heroes, considering conflict resolution.

Children Under 3 Years

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

Safe Restraint

- The Mulberry Bush Nursery is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody working within this setting to share this commitment. Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to, property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it if at all possible on the same day. These records will be signed and dated.
- We minimise the need for force by creating a calm environment that minimises the risk of incidents arising which might require using force.
- We require staff to only use physical intervention when the potential consequences of not intervening are sufficiently serious to justify considering using force. Staff should assess whether the desired result cannot be achieved by any other means than by physical intervention.
- Staff will be kept informed about and advised how to deal with children who present particular risks to themselves or others (as a result of Special Needs and/or personal circumstances, such as domestic violence.) Staff may need training to undertake this.

- We have an incident sheet which is used to record any such occasions where physical intervention is necessary. These incident forms are reviewed by the Safeguarding Officer weekly.
- Any incident recorded of physical intervention used by a staff member would normally be discussed with parents on the same day or as soon after as possible. In some situations where it is likely to result in significant harm to the child then the parents may not be informed. The Safeguarding Officer, together with the Senior Staff Team, would then contact the access team via Customer First for further support and advice.
- The staff member and the child would be supported as appropriate after the incident, including meeting individual physical needs and rebuilding relationships, and ensuring time was given to reflect on practice to find out if lessons can be learnt and a different approach might be tried in the future.
- We have a separate complaints Policy which specifies the routes available for parents to follow if they feel they wish to carry the incident further.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Complaints Policy

Aim

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

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

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

This policy supports the following legislation and government guidelines:

Childcare Act 2006

Children Act 1989/2004

Making concerns known

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

Resolving concerns

- Most concerns we aim to act upon and resolve at an early stage by engaging with the parent in discussion and by acting to remedy any problems in the best interest of the child. If the matter is not resolved satisfactorily within 2 weeks, the parent should again contact the Manager.

- If parents and nursery cannot reach an agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation.
- The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator will keep all discussions confidential. She/he will meet with all parties if requested and will keep a written agreed record of any discussions and any agreed outcomes.

The role of the registering authority

- At any stage a parent has the right to contact Ofsted. The contact details for OFSTED are
- Ministerial and Public Communications Division
Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD
- www.ofsted.gov.uk/early-years-and-childcare
- email enquiries@ofsted.gov.uk.
- phone 0370 000 2288
- Ofsted have a duty to ensure that the 'Statutory Framework for the Early Years Foundation Stage' September 2012 conditions of registration are adhered to. Please read the 'Concerns and Complaints about Childcare Providers' which is displayed on the Parent's noticeboard in the mail cloakroom for more guidance
- In the case where OFSTED is contacted then both the parents and nursery would be informed and the nursery would carry out an investigation. Ofsted have a duty to tell you about the outcome of the investigation, and any action they take, or plan to take, as an outcome of the complaint within 28 days of receiving the complaint.

Allegations about Staff

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Confidentiality Policy

Aim

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

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

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

The policy is underpinned by:

- **Freedom of Information Act 2000**
- **Children's Act 1989, 2004**
- **Data Protection Act 1998**
- **Every Child Matters Change for Children 2004**
- **Human Rights Act 1998**
- **Early Years Foundation Stage 2008**

Informing Staff about confidentiality

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

Informing Parents about Confidentiality

- We inform parents/carers of our procedures and safeguards concerning confidentiality in our Registration Documentation, our Prospectus, our Terms and Conditions and our Policies.

- We advise parents of the importance of confidentiality and in the events like sports day, graduation and Christmas performances where photos are taken that these are not posted on any social networking sites etc.

Learning Journeys

- Each child has a Key Person who contributes observations, assessments and planning into their record of development 'Learning Journey'. Each learning Journey is created on 'Tapestry' a secure online version of the Learning Journey. Parents are encouraged to actively contribute to the record with comments, updates and information regarding their child's interests.
- Parents are specifically asked to give their written permission for photographs to be taken to include in their Learning Journey and for information regarding their child's development to be passed to other shared settings. We also require Parent's Permission to pass the Learning Journey onto the child's next setting eg Primary School when they leave The Mulberry Bush Nursery. We therefore request that parents give us the name and address of their next setting if possible.
- Parents are required to sign a Tapestry online Learning Journey permission form. This is an agreement by the parents not to use the information from their child's learning journey for personal use, for reference only and it will not be shared on any social networking site or publicised in any way.
- Each child's Learning journey is created on I-pads which are locked with passcodes only accessible to staff and each individual member of staff has their own account with pin numbers to access Tapestry.

Personal Information

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

Sharing information

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

Social Networking

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

Mobile Phones

- Staff are not permitted to have their mobile phones in the children's play areas at any time.
- Staff are required to sign their mobile phone into the office at the beginning of their working day. They are permitted to use their phone during their lunch break in the staff room and they are then required to sign it back in for the afternoon. Staff are required to sign their phone out again at the end of their shift to confirm it is no longer on the premises. If staff do not have a mobile phone on the premises they will be required to sign to confirm this also.
- The nursery provides two nursery mobile phones without photographic/video facility which staff can take on outings/trips.
- All visitors are required to leave their mobile phones in the visitors basket in the office.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Early Years Foundation Stage Policy

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

This Policy is underpinned by

- The Early Years Foundation Stage 2008 & 2012

Introduction

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

The new EYFS is based upon four principles:

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

A Unique Child

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

Inclusion

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

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

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

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

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

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

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

Welfare

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

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

We understand that we are required to:

- Promote the welfare of children.

- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all of these requirements.

Positive Relationships

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

Parents and Carers as Partners

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

We do this through:

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

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

Inviting all parents to an induction meeting.

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

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

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

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

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

We have good links with local nursery and infant schools where we share information as appropriate such as 'The Summary reports' from the child's Tapestry account and sharing each child's 'Learning Journey' with the school when a child leaves. Along with inviting each reception teacher into nursery to see the child who will be attending their school within our setting.

Enabling Environments

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

Observation, Assessment and Planning

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

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

The Learning Environment

The rooms are organised to allow the children to explore and learn securely and safely. There are areas where the children can be active, or be quiet and rest. The rooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The children have free-flow access to the outdoor area and this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children chance to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning.

Learning and Development

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

Teaching and Learning Style

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

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

Characteristics of Effective Learning

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

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

Playing and Exploring

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

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

Active Learning

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

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

Creativity and Critical Thinking

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

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

Areas of Learning

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

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

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

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

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

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

Monitoring and Review

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

The Manager and Deputy Manager will carry out monitoring on the EYFS as part of the whole nursery self-evaluation and monitoring schedule using the Tapestry analysis of the observations of all of the children's progress and attainment which is reviewed termly within staff meetings and with individual key people where any shortfalls in development progress can be quickly identified and planned for.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Tapestry Policy

Aim

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

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

Parent's access

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

Parents without internet

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

When children leave

When children move to another setting we will transfer the Tapestry account to the new setting, if they also use Tapestry. If they do not, we will email a PDF to the setting. When a

child leaves the setting to start school we will copy a PDF copy of their child's Learning Journey to a disc so they have a lasting record of their child's time at The Mulberry bush Nursery. The child's information and their Learning Journey will be permanently deleted from our Tapestry account so no data on that child will remain with us once they have left.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Employment, Recruitment, Staffing and Disciplinary Policy

Aim

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

This policy is underpinned by:

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

Recruitment

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

'At The Mulberry Bush Nursery we are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers.'
- Where possible we request references before interview. We always ask for a reference from the most recent employer and will require references for a minimum of the past 2 years employment but where possible the last 5 years. References will need to be addressed to a member of management and must include the referee's perception of the individual's suitability to work with children, if they have any concerns about the

candidate working with children, if they have any knowledge of the individual being personally investigated over safeguarding issues. The referee must complete the reference accurately in full and not omit any area.

- Any gaps in employment will need to be explained.
- We ensure that all applicants are able to work in the UK by asking to see appropriate documentation.
- Interviews will be held with at least 2 interviewers one of whom will have attended safeguarding training. Interviews will explore the candidates' suitability to work with children as well as their suitability for the post. Any discrepancies will be discussed in interview and applicants will be asked if they wish to declare anything in light of a DBS check.
- During interview the applicant will be asked what their knowledge and understanding of 'Safeguarding and the Welfare of Children' means to them and at least one question will be asked regarding any previous experience they have had relating to child protection and safeguarding issues.
- Applicants will be asked open questions inviting them to engage in a longer response and talk about their previous experiences and past performance.
- Applicants will be shortlisted on their personal qualities, behavioural criteria as well as their qualifications and work experience. Shortlisted applicants will be invited back for a second interview and will be required to have a trial session in the nursery under strict supervision. All shortlisted applicants will also be issued with a copy of our safeguarding policy.
- We ask to see original certificates of all qualifications from applicants and staff. Original proof of identification will also be required which must be either their birth certificate, passport, driving licence or naturalisation certificate.
- Once references have been received we carry out checks on all staff within the nursery, students and volunteers for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements before the staff/adult begins to work at the nursery. Once an enhanced DBS is sorted the applicant will be required to sign up to the 'update service' to ensure we can receive a refreshed DBS on a regular (yearly) basis or sooner if required.
- General Health of the candidate will also be asked.
- Job offers are confirmed with a covering letter along with their contract and job description.
- Prior to employment commencing an induction takes place between the manager and new member of staff, this will include going through their roles and responsibilities, job description, nursery policies, and procedures. The induction also involves a discussion

with the nominated Safeguarding Officer or their deputy to emphasise the importance of safeguarding and the systems in place at the nursery. This induction emphasises our 'Health and Safety Policy' and 'Safeguarding Children' and 'Child Protection Policy'. All staff are asked to read and sign to say they have understood all our Policies.

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

Staffing

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

- All staff hold or working towards a recognised Level 3 or higher childcare qualification.
- We support the work of our staff by means of regular monitoring/appraisals and supervisions.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.

Employment

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

Staff and Medication Policy

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

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

Staff and Alcohol Policy

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

Staff Disciplinary Procedures

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

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

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

The Staff Disciplinary Procedure operates as follows:

Informal Discussions

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

Formal Verbal Warning

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

Written Warning

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

Final Written Warning

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

Gross Misconduct

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

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

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

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

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

Allegations against Staff

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

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

Appeals

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

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

Grievance Procedure

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

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

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Environmental Education Policy

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

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

Reduce

Energy

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

Paper

We will reduce the amount of paper we use by:

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

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

Transport

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

Re-Use

Fruit

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

Gardening

Gardening waste will be put into the nursery compost bins.

Donated materials

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

Paper

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

Equipment

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

Recycle

At The Mulberry Bush Nursery, we recycle a range of materials on a regular basis.

- We will have in place systems to collect ink printer cartridges for reuse.
- We will collect spent batteries for safe disposal.
- We will recycle wherever possible any old clothes/fabric in local clothes recycling facilities.

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

Restore

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

Respect

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

Assessment

- Our annual parents' survey will have relevant questions as will the staff annual appraisal.
- Observation of children and the nursery will be a good indication of the success of some of these strategies.
- The children's work will be another way of measuring the effectiveness of this policy.
- The amount of electrical energy used will be monitored and reviewed to gauge the success of our electricity saving measures.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Equality, Inclusion and Valuing Diversity Policy

Aim

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

Our Equal Opportunities Officer is Annette Nunn who can be contacted in Berries Room.

Our Special Needs Coordinator is Sarah Ellis who can be contacted in the Berries Room.

This policy is underpinned by

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

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

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

Admissions

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

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

Parents

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

Children

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

Practice and Policy

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

Inappropriate Attitudes and Practises.

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

Signed:

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

The Prevent Duty and Promoting British Values Policy

Aim

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

This policy is underpinned by:

- Section 26 of the Counter-Terrorism and Security Act 2015

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

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

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

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

We will ensure that our Designated Safeguarding Officers Jane Mckee and Tracy Green will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff.

This Policy is intended to serve as guidance for Practitioners to recognise the signs of those who are at risk and also to inform parents of our legal requirement to put this policy into operation. The prevent of duty care policy is part of our wider safeguarding duties in keeping children safe from harm, and this new policy reinforces our existing duties by spreading understanding of the prevention of radicalisation.

Staff Responsibilities

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

Recognising Extremism or Radicalisation

Early indicators of Radicalisation or extremism may include:

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

Cultivating British Values;

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

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

Follow the setting normal Safeguarding Procedures including discussing with the nurseries designated safeguarding officer, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent leader who will also provide support.

The Safeguarding Officer can also contact the local police force or dial 101 (the non-emergency number).

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Fire Policy

Aim

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

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

- Protection of Life
- Prevention of Spread of Hazard

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

Our fire/emergency evacuation procedure is as follows:

- The smoke alarms will sound automatically or a whistle will be blown.
- The Manager (or staff member in the Office in her absence from the Office) will take the children's register, staff signing-in book, children's/staff contact file, mobile phone, Bowls Club Key and Visitor's Book to the assembly point. The Room Leader will ensure all medications which children or staff require is taken out to the assembly point.
- The Office Administrator (or Other Staff Member as indicated by the Manager) will go to the Baby Room to assist in carrying out non-mobile children
- The assembly point is on the playground OR on the front car park if the back of the building is blocked.
- Each room has a clear evacuation procedure and exits are clearly marked. The children are asked to walk calmly and staff escort the children to the assembly point. To support the children evacuate the building each room has an animal flag that the children follow to ensure they assemble in the correct place to allow a quick and effective headcount.
- There is an evacuation map in each room and this is also in the cloakroom for the emergency services to know about the layout of the nursery.
- Each Room Leader will take a Room register out to the assembly point. Each Room Leader will count the number of children then call a register and report any staff or child absence as soon as possible to the Manager.
- Each Room Leader will ensure that all staff within the room and all children and staff are evacuated by doing a full sweep, including toilets before exiting the Room.
- The Manager will phone for the Fire Service as soon as possible.

- The children will be kept outside with the staff until the Fire Officer advises either the children are safe to return or parents/carers are contacted to collect the children. We will follow our 'Late collection' Procedure and will maintain OFSTED prescribed ratios of staff to children. At least two staff including the Manager will stay with the children until the last child is collected.
- The first priority when a fire is discovered is the safe evacuation of all children, staff and visitors. Staff are instructed only to try to put out the fire if the children's safety or other adult's safety is not put into unnecessary risk.
- Our fire evacuation procedures are approved by the Fire Prevention Officer who comes annually to check that our procedures are appropriate and updated.
- All our fire extinguishers and other fire protection equipment such as fire blankets are fully serviced and checked as appropriate by the Fire Protection Officer.
- We have Smoke Detectors throughout the nursery including a heat sensor within the main kitchen and all conform to BSEN standards. All Smoke Detectors are checked on a regular basis and these checks are recorded.
- Our Fire Evacuation Procedure is explained on induction to all new staff and students. We carry out Evacuation Procedure Practises at approximately 6 week intervals and all these drills are recorded and any issues are noted and addressed by our 'Health and Safety' Officer.
- All staff are required to sign in and out in the staff register.
- All visitors are required to sign in and out of the Visitor's Book.
- The national NO SMOKING policy within all public buildings must be observed at all times by all members of staff, including all parents and maintenance staff and other members of the public. We further require that all Mulberry Land including the car park and swimming pool is also a NO SMOKING area.
- All electrical devices are checked annually by an approved electrician for a PAT test. In between these checks all staff are vigilant in ensuring that all electrical devices are used safely. Any electrical fault must be reported to the Manager immediately.
- The boiler is serviced annually to ensure its safety.

FIRE DRILLS

- The fire evacuation procedure is emphasised at the induction of ALL staff and students. We carry out fire drills after new staff begin their practice with us to ensure they fully understand the procedures.
- Fire drills are carried out at approximately 6 week intervals at a variety of times. The Person in charge of Health and Safety is responsible for ensuring these fire drills are carried out and any issues are recorded and dealt with appropriately.
- All exits are kept free from obstruction to ensure evacuation can be carried out without swiftly and safely.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Food and Drink Policy

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

We aim to provide healthy, balanced and nutritious food which meets the children's individual dietary needs.

This policy supports the following legislation and government guidelines:

Children Act (CA) 1989 and 2004

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

Data Protection Act (DPA) 1998

Every Child Matters – change for children (ECM 2004

Freedom of information act (FOIA) 2000

The Food Safety (general food hygiene) regulations 1995

The Food Safety (temperature control) regulations 1995

The Food Safety Act 1990

The Health and Safety at Work Act 1974

Public Health (control of diseases) Act 1984

Public Health (infectious diseases) Regulations 1988

Health Protection Agency Act 2004

Childcare Act 2006

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

Legal Framework

- Regulation (EC) 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

- *Safer Food, Better Business*
www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/
- Food Standards Agency
www.food.gov.uk

Objectives:

- To provide healthy, balanced, nutritious meals and snacks

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

Providing Healthy, Balanced, Nutritious Meals and Snacks

- We have a five week menu rotation which has been carefully designed to include a balance of the four main food groups, proteins, carbohydrates, fats and minerals/vitamins.
- Within each week we provide 2-3 meat, 1 fish and 1-2 vegetarian main meals. Menus are designed to offer the children a variety of rice, pasta & potato based dishes on their days of attendance. Each meal is accompanied with vegetables and fresh fruit is served every day.
- A multi-cultural diet is offered to ensure children from all backgrounds encounter familiar tastes and that all children have the opportunity to try unfamiliar foods.
- Lunch is prepared on site each day by our nursery cook.
- We can provide breakfast for children who arrive at 8.30am or before. Parents can choose to provide their own breakfast. We would provide a selection of healthy cereal and/or toast with water or milk to drink.
- Parents can choose to send in pre-prepared food for children under two years of age. This food must be clearly labelled and we will store this appropriately.
- We offer a 'rolling snack' for children over two years of age. We offer the children the opportunity to taste fresh fruit, vegetables and other healthy snacks as well as milk or water to drink at a time of their choice.
- Meat is purchased from a local reputable butcher on the day it is cooked.
- Food is purchased on a weekly basis from a supermarket chain.
- All food is stored appropriately either in a fridge, freezer or cupboard.
- Fridge and freezer temperatures are taken and recorded daily.
- In order to safeguard children who have allergies or intolerances to nuts we do not cook with or store nuts on the premises.
- Staff/students/volunteers/visitors are asked to refrain from eating nuts in their lunches.
- All meals and snacks on the premises are recorded and allergens specified in accordance to the Suffolk county council trading standards.
- All staff are made aware of which allergens are in which food.
- Children are offered a choice of either water or whole pasteurised milk at snack times.
- Children are offered water to accompany their lunch and tea time meal.

Fresh drinking water available at all times

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

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

- Menus are displayed on the parents' notice board in the entrance cloak room and within each room.
- Parents are encouraged to read our weekly menus to make them aware of the meals we provide for the children.
- If a parent would like to breast feed their child whilst on the premises they are welcome to use either the baby room or more privately in the staff room wherever they would feel more comfortable.
- If parents wish to provide breast milk for their child then this will be stored appropriately.
- At registration parents are requested to give details of their child's likes, dislikes, special requirements (any particular religious and cultural needs), intolerances and allergies with regards to food. We will adapt our menu to suit children with special dietary requirements.
- All dietary special needs are recorded within the kitchen including photographs to ensure all those working with the children are aware of the children's individual dietary needs.
- Daily notes are recorded of the children's food intake and this information is passed back to parents either in the child's red book or verbally as recorded on the register.
- Parents are asked to complete an exit questionnaire and an annual questionnaire which will include questions regarding the meals provided at nursery. We encourage comments on the meals and snacks and will value the feedback given.

Allergens

To coincide with the Food Information Regulations we have completed charts showing each Allergen - (Peanuts, Nuts, Crustaceans, Molluscs, Fish, Eggs, Milk, Cereals containing gluten, Soya, Sesame seeds, Celery, Mustard, Lupin and Sulphur Dioxide) and which food we provide contain these allergens. These charts are kept in the nursery office and Kitchen. These are readily available to parents on request.

We cook one meal from our menu at a time unless we have a child or children who have an allergy or intolerance to this specific meal then an alternative is provided, to minimise cross contamination these meals are cooked in separate sauce pans/tins which are specific to this

allergy/ intolerance ie No Dairy or vegetarian these are also served on distinctive plates to avoid the child being served the incorrect food.

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

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

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

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

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

If parents provide packed lunches we will inform them about what can be stored safely and about appropriate food content.

- We will advise parents to include an ice pack in their child's packed lunch box.
- We will advise parents on how to prepare a healthy lunch box with balanced and nutritious food.
- Children will be supervised at meal times and staff will be aware of any children with allergies/dietary requirements to ensure no 'swapping' of food was to occur.
- If a parent was to forget their child's lunch box then the nursery would provide the child with a meal.

We will notify Ofsted of any food poisoning

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

Socialising/Promoting Independence at Mealtimes and Snack

- During snack and meal times staff sit with the children, providing a good role model.
- We encourage children to try all foods they are unsure about and praise good eating.
- At snack time children over two years are encouraged to wash their hands before coming to the table. During snack children are encouraged to pour their own drink, spread their own cracker and cut up their own fruit as appropriate dependant on their own age and development.
- After snack children are encouraged to wash up their plate and cup.

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017 (or earlier if a change occurs)

Health and Safety Policy

Aim

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

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

Tracy Green is responsible for health and safety at the nursery. The health & safety poster is displayed in the staff room.

This policy is underpinned by:

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

Further guidance

Fire Safety Risk Assessment - Educational Premises (HMG 2006)

Risk Assessments Indoors and Outdoors.

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

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

Emergency Evacuation Procedures

- The fire safety risk assessment is annually reviewed or sooner if matters arise from routine fire drills.
- The fire alarm will either sound or a whistle will be blown to let everyone know they have to evacuate.
- Evacuation routes can be found in every room.
- The manager will collect the mobile phone, the nursery phone, visitors signing in book, staff register, children's registers, key to the Bowls club and children/staff contact details file from the office. Staff will take with them the register from their room. Children and staff then congregate in the playground, or we can use the grassed area, which has rear access via a gate.
- Whoever is in the staff office will check the staff room, staff toilet and entrance cloakroom.
- Office staff and kitchen staff will help in the evacuation of non-walking children.
- A register will be taken out side of staff, children, students and visitors to ensure all are present.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised 6 weekly
- Records are kept of fire drills and we include date and time of the drill, how long it took and any comments that delayed evacuation and any further action taken to improve the drill procedure.
- The Fire Safety Equipment is serviced annually.

Emergency Contacts

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

Eye Health Centre – 01379 870689
 Eye Police Station – 01379 613500
 IAA - 0845 60 800 33

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

Hygiene

- All staff attend Food Hygiene courses every three years.
- During induction staff need to read and understand the procedures from the Safer Food, Better Business guidelines.
- Colour coded cloths and mops are used throughout the nursery to prevent the spread of infection.
- We prevent the spread of infection by ensuring that the following good practices are observed:-
 - Wash hands after using the toilet, before and after eating.
 - Hygiene rules relating to bodily fluids are followed with particular care and all staff and volunteers are aware of how infection, including HIV infection, can be transmitted.
- Our two rabbits are cleaned out regularly and receive veterinary care when required. When staff/children have handled the animals they are required to wash their hands with the anti-bacterial cleanser provided.

Nappy Changing

- We check nappies every 1.5 hours and change if necessary. We change nappies if they are obviously dirty, whenever they are noticed if this is less than 1.5 hours. All nappies are changed every 3 hours.
- Children are changed on a changing mat by their Key Person (or Buddy) whenever possible.
- The changing mat is cleaned with disinfectant spray after every use. Staff use disposable gloves and aprons, children are changed in area where they have a degree of privacy but not in a closed room.
- Children are changed using wet wipes or cotton wool and water if they appear to be sore. Soiled nappies are placed in nappy sacks and placed in the nappy bin which is emptied twice a day.
- If a child has a sore suda cream is applied with a change of gloves and cotton wool pads.
- All nappy changes are noted on the daily nappy changing pro-forma.
- Children are encouraged to wash their hands after their nappy has been changed.

Cleaning

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

- A cleaning rota for all inside areas is clearly displayed in the office
- Cleaning materials have been carefully sourced and are used according to manufacturer's instructions
- Separate colour coded mops, cloths and buckets are used for toilets, kitchens and playrooms.
- The cook completes her own daily, weekly, monthly and quarterly cleaning schedule for the kitchen.
- The outside area is cleaned and maintained weekly
- Toys are cleaned with hot soapy water / Milton solution or in the washing machine as appropriate.
- Each child has his/her own bedding which is washed frequently.
- All loose materials such as rugs and throws are washed frequently.

- Carpets are shampooed termly.
- All soft toys and dressing up clothes are washed regularly.

Sick Child and Illnesses

- All staff are trained in Paediatric First Aid and this is renewed every three years.
- Parents complete emergency contact details on registering their child to nursery which are stored in the child's file.
- Staff, students and volunteers complete emergency contact details prior to starting at the nursery
- We follow the RIDDOR regulations to report and record work-related accidents. RIDDOR applies to all work activities but not all incidents are reportable. If someone has had an accident in a work situation where you are in charge, and you are unsure whether to report it just call the Incident Contact Centre (ICC) on 0845 300 99 23. .

Incidents reported under RIDDOR are:

- Deaths
- major injuries
- fractures, other than to fingers, thumbs and toes
- amputations
- any injury likely to lead to permanent loss of sight or reduction in sight
- any crush injury to the head or torso causing damage to the brain or internal organs
- serious burns (including scalding) which: covers more than 10% of the body
- causes significant damage to the eyes, respiratory system or other vital organs
- any scalping requiring hospital treatment
- any loss of consciousness caused by head injury or asphyxia
- any other injury arising from working in an enclosed space which:
 - leads to hypothermia or heat-induced illness
 - requires resuscitation or admittance to hospital for more than 24 hours
- over-7-day injuries – where an employee or self-employed person is away from work or unable to perform their normal work duties for more than 3 consecutive days
- injuries to members of the public or people not at work where they are taken from the scene of an accident to hospital
- some work-related diseases
- dangerous occurrences – where something happens that does not result in an injury, but could have done

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

These records are kept by:

- keeping copies of report forms in a file
 - using your Accident Book entry
 - maintaining a written log
- We refer to 'Guidance on Infection Control in Schools and other Childcare Settings' from the Health Protection Agency to give us guidance on the control of infectious diseases, this information is displayed for parents and we will inform parents of any infectious diseases. Any diseases listed which require us to consult with our local Health Protection Unit would also be reported to Ofsted.

- We follow the exclusion periods recommended by the Health Protection Agency (www.hpa.org.uk)

Transporting Children Safely

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

Individual Responsibilities

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

Visitors

- Every visitor has to sign in the visitor's book. They put the date, name, what time they come in, the purpose of their visit and then what time they leave.
- When a visitor comes to the nursery we will ask to see the badge if they haven't got it on view.
- We ask visitors to wear a dated sticker to show that they are a Visitor to nursery if they are not displaying a clear badge already.
- Visitors will be asked to leave their mobile phone in the office.
- Visitors are made aware we are a strictly NO Smoking environment.

Insurance

- The nursery holds public liability insurance

Manual Handling

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

Sleeping Children.

- When children are sleeping they are checked regularly, normally every 15-20 minutes which is recorded on a sleep chart. There is also a sound baby monitors in use within the baby sleep room.
- At registration, and again when children transition between rooms, parents are asked information regarding their child's sleeping/resting routine. We follow each individual child's routine whenever possible.
- We provide a quiet cosy corner which is always accessible to the children in each room, which allows them to rest if they wish.
- We have 3 sleep rooms with cots for the under two year olds and we have stacker beds for older children.
- We undress children to their underwear/nappies and vests when children are put down to sleep.
- We record the temperatures of the sleep rooms.
- Each child is given their own sheets which are stored in named 'pigeon holes' and are washed frequently.

Records

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

- If a child comes in with an injury from home then we ask parents/carers to complete a 'Home Incident Form'. This details information about the date, time and circumstances of the injury. It also asks for witnesses and any treatment given. This is signed by the parent. It is also countersigned by the Safeguarding Officer. These forms are copied so that parents and nursery each have a copy.
- The Accident Form, Incident Form and Home Incident Form are shown to the designated Safeguarding Officer each week who reads and makes a decision whether to pursue the matters further at that point. The forms are then filed in each child's personal file.
- If the Safeguarding Officer feels that any child needs further monitoring then they should open a 'Record of Concern' and follow the protocol as outlined in CAF. CAF course has been attended by Jane McKee and Vicky Oakes.
- All children's records are held confidentially and are only shared with other agencies as strictly prescribed by regulations (Data Protection Act 1998).

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Medication/First Aid

This policy is underpinned by:

The Human Medicines Regulations (2012)

Further guidance

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

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

- Parents are required to complete a permission slip for prescribed medicines before they leave the premises.
- In the event a child has a high temperature over 38°C the parent will be called to authorise the administration of infant paracetamol (Calpol). A Medicine Form will be completed with a name, date, time and dosage which will then be signed by the parent on collection of their child.
- When a child becomes ill at nursery it would be normal practice for the child to be collected and taken home.
- Where possible a child's parents should administer medicine.
- Calpol/ infant paracetamol will only be administered to a child if they have a temperature over 30°C or if it has been prescribed by a doctor due to illness and will not be given as a preventative measure. If parents/carers know their child will need this type of medication in advance then it must be provided by them.
- When medicine is administered two members of staff are required to be present and both must sign the form, the Room Leader must be present to witness the administration of medicine, in their absence or if they are administering the medicine a member of management will witness the administration of the medicine.
- When a child arrives at nursery and the parent/carer informs a member of staff that the child has been given medication during the night or before their visit, a medicine form must be completed by the parent before they leave the nursery to confirm the time and dosage of the last administration so that medication is not administered again too early.
- If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects as well as to give time for the medication to take effect.
- Medication is kept in a high cupboard in the main kitchen which is inaccessible to children. If medicine needs to be stored in the fridge it is put in a labelled box.
- All medicines must be in the original containers and clearly labelled with the child's name. Parents will be required to complete a medicine form detailing the exact times and dosage that should be administered.
- For some conditions, medication may be kept in the setting. The key worker must check and record that any medication held to administer on an 'as and when' required basis, or on a 'regular' basis, is in date and any out-of-date medication is returned to the parent. This record is kept within the medicine box in the kitchen.
- All medicines prescribed by a doctor or other professional must be accompanied with clear written instructions from the professional.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- Once the parent has completed the medicine form on arrival of the child, the Key Person will then make a note on the register and the medicine white board located in the main

kitchen area or the Baby Room Kitchen area with details of the child's name and what medicine is due at what time throughout the day.

- When the medicine has been administered during the day the register will be ticked off and the child's name on the white board will be ticked so that all staff are fully aware at all times of when a child is due medication and if it has already been administered.
- On collection of the child the medication will be handed back to the parent/carer and the parent/carer must sign the medicine form to verify their acceptance that the medication has been given.
- No member of staff or child should attend the nursery if they are or suspect they are suffering from any form of contagious/infectious illness. Once they are better they should return unless they pose a risk of infection to others. All infectious illness should be reported to the nursery as soon as possible and cautions to limit the spread of infection will be implemented.
- The first aid kits are checked every 3 months to ensure they are complete and all dressings are within their use by date.
- Should a child cut or graze themselves whilst at nursery the wound will be cleaned and dressed appropriately by a member of staff wearing gloves. The accident will be recorded on the accident sheet which the parent will need to sign on collection of their child and a copy of the form will be sent home with the parent.
- A Care Plan will be put into place for any child that needs additional support, this would be done in liaison with the parents/carers as well as other care professionals if appropriate.
- The nursery will require any child with headlice to be treated before the child returns. Parents will be informed if there is a case of headlice in nursery.

Emergency Treatment

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

HIV and AIDS

What is HIV and AIDS?

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

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Intruder Policy

Statement of Intent

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

Aim

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

Methods

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

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

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

A) Procedure for visitor with legitimate business:

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

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

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

Contact the police to inform them that the person has left the building, the direction they left in and their means of transport if known.

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

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

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

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

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

LATE COLLECTION PROCEDURE

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

Signed: _____

Name of Signatory: Tracy Green
Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Looked After Children Policy

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

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

The Mulberry Bush Nursery places an emphasis on promoting children's rights to be strong, resilient and listened to.

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

The Mulberry Bush nursery will always aim to support every child involvement with a LAC. We will always endeavour to find out as much information as possible from the referring agent.

The designated person for looked after children will be the Child Protection Officer Jane McKee and in her absence Tracy Green the Deputy Officer.

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

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

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

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

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

The care plan should also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored

- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when and where and what form the contact will take will be discussed and agreed
- What written reporting is required
- Wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning
- With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun day etc alongside the foster carer.

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

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

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

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

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

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occur)

MISSING CHILD POLICY

This policy is underpinned by:

Children Act (CA) 1989 and 2004

Data Protection Act (DPA) 1998

Practice Guidance for the Early Years Foundation Stage

Health & Safety guidelines www.hse.gov.uk

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Outings and Visits Policy

Aim

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

This policy is underpinned by

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

Before the Outing/Visit

- We ask permission on our Registration Form for all children to be taken on supervised local walks such to the farm, 'The Avenue' and into Eye town to the library, baker's shop etc
- For further afield trips such as to Eye castle and Holiday Club outings such as 'the Golf Range', Thornham Walks and the Maize Maze at Southwold we ask specific permission to be given in writing for the trip.
- All outings/trips are fully risk assessed prior to the trip by pre-visiting the venue of the outing by the staff involved and completing a full 'Risk Assessment'.
- The ratio of adult to child is also assessed before the trip ensuring that enough adults are taken to keep children safe. The ratios prescribed in the statutory framework are used as a minimum requirement but it would be normal practice to increase these ratios if appropriate.
- If appropriate we invite parents to attend the trip. In this case the parents would be fully briefed before the outing and a parent would never be left with children on their own.
- All parents of children going on outings are given full details of the trip in writing beforehand which would include the name of the 'Outing Co-ordinator', the planned departure and arrival times.

- The nursery owns its own 'people carrier'. This vehicle is used to pick up children from local schools to our 'After School Club' and also for Holiday Club outings and other outings/trips as appropriate. It is fully maintained with daily and weekly safety checks. It is fully insured to carry adults and children and meets all legal requirements in regard of booster seats and safety belts. All staff who drive the vehicle are fully insured on The Mulberry Bush Vehicle Insurance Policy. Details are kept on record as are all driver's license details kept on file. When numbers exceed the number of seats available in the people carrier a further car is taken. Insurance documents are held on file of any other cars that may be used.
- In the event of a child going missing whilst on a trip we follow our lost child procedure including contacting nursery of the situation.

Documentation/Resources taken on Outing

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Safe Driving Policy

Aim of this policy

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

Objectives of the policy

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

Code of conduct

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

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

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

Responsibilities as an employee

Every driver of a company vehicle will:

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

off, or pull over safely in order to do so

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

In addition, it is required that all drivers:

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

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

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

Responsibilities as an employer

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

The employer will do this by undertaking the following tasks:

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

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

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

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

- servicing the vehicles according to manufacturers' recommendations
- setting up procedures where employees check vehicles' oil, water, tyre pressures and general cleanliness on a monthly basis, then record the inspections

- keeping maintenance schedules in the glove boxes of all vehicles, which are completed each time the vehicles are serviced in any way
- following the maintenance schedules in the vehicles' manuals
- setting up a procedure to identify and rectify faults as soon as practicable.

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

Encouraging safe driving behaviour by:

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

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

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

DO NOT ADMIT FAULT

Try to get the following information:

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

Give the following information:

- your name and address and company details.

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

Contact the police:

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

Follow-up

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017

(or earlier if a change occurs)

Partnership with Parents Policy

Aim

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

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

This policy is underpinned by:

- **Children Act 1989 and 2004**
 - **Data Protection Act 1998**
 - **Every Child Matters Change for Children 2004**
 - **Freedom of Information Act 2000**
 - **Race Relations Act 1976**
 - **Race Relations Amendments Act 2000**
 - **Early Years Foundation Stage (EYFS) 2008**
-
- We inform all parents about how the setting is run and its policies by showing all parents upon registration of their child where the policies are on display. Parents may have a copy of them if they wish.
 - We invite all parents to visit the setting before their child starts so that we can show them all around the nursery and answer any questions they may have.
 - A home visit is offered which consists of the child's keyperson and a member of management visiting the child within their own environment for again the parents to ask any questions and to get to know their child's keyperson.
 - Children are also invited in for a trial session of up to 1.5 hours during which parents may also stay if they wish. Parents are able to stay with their children to help them settle if they wish.
 - We ensure that parents are informed on a regular basis about their child's progress by ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families. We place emphasis on the close relationship between Key Persons and Parents/Carers and this involves talking to parents/carers at drop off and pick up to ensure all information is passed between the nursery and home.

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

Key Person Scheme

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

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

For all children under 3 years of age the Key Person completes a daily diary so that parents can learn about their child's care and activities during the day. For children over 3 years then the staff complete a daily white board to inform parents of the activities during the day. More individual information such as how much the child has eaten is also recorded on the register and parents are advised at the end of the child's session.

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

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

- We welcome the contributions of parents, whatever form these may take and we hold annual Mother, Father and Grandparent weeks to specifically encourage everyone to join us with the children in nursery. We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We hold weekend workshops inviting families into nursery to take part in organised activities like Imps science, jolly phonics, lion learners and tiny talk for a fun day out along with learning some new skills.
- We have an 'Open Door' Policy whereby parents can talk to us whenever they feel the need to.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written

complaints procedure as shown in our complaints policy and having a suggestion box and suggestion book within the entrance of the nursery.

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Photography & Video Recording Policy

This policy is supported by:-

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

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

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

Aim

The Mulberry Bush Nursery safeguard the children against photographs and videos being taken, used and displayed without prior parental permission.

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

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

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

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

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

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017 (or earlier if a change occurs)

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

EYFS key themes and commitments:

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

This policy is underpinned by:

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

Aim

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

Exclude known abusers

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

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

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

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

All staff undergo an induction procedure where we emphasise the importance of safeguarding the children in the nursery. All new staff will be informed of the high

expectations in regard to following our clear procedures and policies. We ensure this is clear to all staff by requiring them to read our hand book, our policies and further by meeting with our safeguarding officer to discuss in detail.

All appointments, whether paid or voluntary, will be subject to a minimum 6 months probationary period and will not be confirmed unless the nursery is confident that the applicant can be safely entrusted with children.

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

Safeguarding Training

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

In addition we have a designated Safeguarding Officer, Jane McKee. The Deputy Safeguarding Officer is Tracy Green.

We have currently 3 members of staff who have attended CAF courses, Jane McKee, Vicky Oakes and Annette Nunn.

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

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

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

It is the safeguarding officer's responsibility to:-

- Be available and accessible to practitioners in the setting
- Support practitioners to express and record any concerns they identify about children/young people in their care
- Ensure that the recording of concerns is objective, detailed, concise, precise and robust
- Ensure that the recording, maintenance and storage of records of concern complies with the Data Protection Act 1998
- Facilitate the referral process and ensure all pertinent and available information is passed onto the appropriate person/agency
- Facilitate the safe handover of open records of concern to a designated person when a child or young person in their care moves on
- Close records of concern that require no further action and archive them safely

- Enable practitioners to record any difference of opinion when deciding the appropriate course of action to take
- Take seriously allegations made concerning staff and follow the appropriate procedure
- Keep themselves and staff members up to date with developments in safeguarding practice and procedures
- Ensure the setting complies with guidance concerning recruitment, induction and training

The Data Protection Act 1998

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

Information must be:

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

Prevent abuse by means of good practice

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

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

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

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

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

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

Security

Entry to the front door is controlled by an electronic swipe card/Fob facility. Every swipe card/fob is unique, therefore access to the nursery is carefully monitored. Parents and staff are given their unique swipe card when joining the nursery and these cards are returned and cancelled on their departure from the nursery. All other non-authorized personnel can use the door bell and speak to reception through the intercom system, once we are happy with who the visitor is and we have seen proof of identity we will 'buzz' them into and meet them in the reception area. All other access to the nursery is secure.

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

On arrival parents/carers sign their child/ren into the signing in book. This clearly states who is collecting the child later in the day. If this person is unknown to the nursery staff a password system is in place to ensure that the children are only released into the care of individuals named by the parent. We will only release children into the care of a responsible adult.

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

Use of Personal Electronic Devices

All staff are required to sign in their mobile phones to the office at the start of their session, mobile phones will be returned to the staff for their use in the staff room during their lunch period and they will then be required to sign the mobile phone back into the box. All phones will then be returned to the office and will need to be signed out again at the end of their session. If a member of staff does not bring their phone into work then they will be required to say they haven't brought one into the premises.

All visitors are required to sign in/out in the visitor's book on entry/leaving the nursery. All visitors are requested to place their phones in the office during their visit.

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

All photographs with in the nursery are taken on nursery cameras only. Photographs are printed with in the nursery and deleted from the memory card immediately afterwards. Cameras and Laptops are locked away in a drawer over night.

We are conscious that parents and friends like to record and make memories of their children's special moments at nursery such as Sports Day, Graduation Day and the

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

Social Networking Sites

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

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

Baby Sitting

Staff are permitted to make private arrangements with families to baby sit outside work hours. However, we will require both parties to sign a written disclaimer to confirm that The Mulberry Bush Nursery is not party to any of the arrangements and cannot be held responsible during baby sitting hours. Both parties must remain highly conscious that confidentiality must be paramount at all times and staff cannot discuss any details of the nursery at all.

Disclosure and Consent

First Party Disclosure

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

Third Party Disclosure

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

Informed Consent

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

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

Informing without Consent

We may share information without consent when:

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

Information Sharing

When sharing information we will follow the following rules:-

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

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

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

Procedures to follow when there is a concern

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

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

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

If a member of staff feels there is a cause for concern about a child then a 'Record of Concern' is opened. This 'Record of Concern' will record any worrying changes observed in a child's behaviour, physical condition or appearance. This will be quite separate from the

usual on-going records of children's progress and development. The record will include, in addition to the name, address and age of the child any timed and dated observations. It will describe objectively the child's behaviour/appearance, without comment or interpretation. Where possible, the exact words spoken by the child are recorded and it is then dated and signed by the recorder. When appropriate a body map will be used to record a concern about physical injury to a child.

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

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

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

We may seek advice from the Multi Agency Safeguarding Hub (MASH) on 0345 6061499 which may then lead to a referral being made.

Children in Need

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

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

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

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

Children in Need of Protection

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

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

The Common Assessment Framework (CAF)

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

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

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

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

Liaise with other bodies

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

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

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

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

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

Support families

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

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

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

Allegations Against Staff

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

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

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

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

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

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

Telephone numbers for referral

Customer First (24 hrs/7days) 0808 800 4005
Suffolk Police main switchboard 01473 613500

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

North (Lowestoft) 01502 674612
West (Bury St Edmunds) 01284 758816 (Mulberry Bush Contact)
South (Ipswich) 01473 260112

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Risk Assessment Policy

Aim

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

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

Daily Checks

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

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

Risk Assessment Reviews

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

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

Outings

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY (SEND)

The aims and objectives of our SEND policy at The Mulberry Bush Nursery are:

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

This policy is underpinned by:

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

The name of our Special Educational Needs coordinator (SENCO) Sarah Ellis

The name of the deputy SENCO is Laura Beeslee

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

The roles and responsibilities of a SENCO are

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

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

Inclusive Admissions Policy

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

Facilities and Resources

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

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

Special Educational Needs and Disability Code of Practice (2014)

- We have regard for the Special Educational Needs and Disability Code of Practice (2014) The SEN Code of Practice emphasises the importance of early identification.
- We will take into account the views of the child, considering their age, maturity and capability. The child will also have the right to receive and make known information.
- Our procedure for identifying a child with SEND, is put in to place through the Graduated Approach, we assess, plan, do and review.
- When there is a concern over a child, it may be necessary to use alternative approaches to his/her learning. We will record the child's strengths and weaknesses through written observations which will be kept in the child's individual files.
- All records will be stored and shared with full regard to confidentiality.

Graduated Approach

Assess

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

Plan

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

Do

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

Review

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

Education, health and care plan (EHC Plan)

- In conjunction with parents and the LEA's educational Psychologist/Advisory Team, formal assessment and procedures relating to the possibility of the child having an

Education, health and care plan will be considered. We will continue to carry out IEP's and reviews with advice from the relevant professional.

Planning

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

Training

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

Partnership with Parents

- The nursery's SENCO will always approach parents in a confidential environment and in a sensitive manner if it is felt that a child is experiencing difficulties. Parents are also welcome to share their concerns at any time. Staff are usually available at the beginnings or ends of sessions.
- If necessary a meeting will be arranged with parents to discuss or make decisions in relation to a child's educational provision or meeting the child's individual needs.
- Parent's views can also be recorded on the appropriate form found in the Suffolk County Council Guidance for Supporting Young Children with Special Educational Needs and disabilities.
- We will always gain written parental agreement before contacting any professionals outside the setting with regard to a specific child.
- Parents will be kept informed of their child's progress through informal discussion and regular review meetings.

- Parents will be advised of the Parent Partnership Service should additional help/advice be needed.
- The nursery also values the knowledge that parents/carers have of their own child, by sharing strategies and Learning journeys. Enabling us to work together.

Links with schools/external professionals

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

Monitoring and Evaluating our SEND Policy

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

Complaints Procedure

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

Ofsted can be contacted at the following address;

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

Tel: 0370 000 2288

www.ofsted.gov.uk/childcare

Additional information relating to SEND

Early Support

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

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

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

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

For further information and details of how to order Early Support Materials please see the Early Support website www.earlysupport.org.uk

Common Assessment Framework (CAF)

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

Local Offer

Local authorities (Suffolk) must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

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

Our local offer is available to view on our website.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Students and Volunteers

Aim

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

Students are welcomed into the nursery

This policy is underpinned by:

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

and the dress code. The induction will also include training on confidentiality, safeguarding and health and safety. The induction usually takes place within the week before they are due to start their placement.

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Transition and Continuity Policy

Aim

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

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

This Policy is underpinned by

- The Early Years Foundation Stage 2008 & 2012

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

In order to accomplish this, we will:

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

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Whistle- blowing Policy

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

What is Whistleblowing?

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

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

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

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

A concern could be:

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

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

- Induction
- Making Whistleblowing Policy available to all on hardcopy in the cloakroom and on our web site
- Ensuring staff, students and volunteers are encouraged to report any instances of unsatisfactory practice that they observe at the setting at any time and at Room meetings, Staff meetings etc
- Ensuring staff, students and volunteers are encouraged to speak freely at any time to any Senior member of Staff.

- Ensuring staff can raise their concerns anonymously on ‘anonymous comments sheets’ if they feel they cannot share with Senior Staff in person.

What to do if you have a concern

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

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017
(or earlier if a change occurs)

Bad Weather Policy

Aim

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

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

Nursery Closure

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

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

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

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

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

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

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

If an emergency occurs part way through the day and only affecting the nursery building, we hold a key to the Bowls club to evacuate the children to whilst we wait for the children to be collected.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017 (or earlier if a change occurs)

Fees Policy

Aim

We aim to advise parents of the fees and terms of payments required by the nursery and inform parents what early education grants or alternative funding could be available to the children and their families.

Funded 3 & 4 Year Old Children

All children who attend the nursery are entitled to 15 hours free early years education from the term after they turn 3.

Parents can opt to claim this funding over 38 weeks a year, term time only or they can choose to use the facility of 'Stretched Entitlement' and stretch the funding over 51 weeks of the year allowing for continuity of payments if the child attends full time. Children can claim this free education in a multitude of ways but sessions must be for a minimum of 2.5 hours a day and a maximum of 10 hours a day.

Funding is issued termly in the Spring, Summer and Autumn. Should you wish to move your child to a different nursery mid-term settings are required to accept your child under the 'swings and roundabouts' policy if they have space.

In the event of there being more children than places available we shall give priority to funded four year old children then funded three year old children.

We are an inclusive practice and will not refuse a place on the grounds of a child's attainment, gender, race, religion, language, culture or any special educational needs the child may have.

The Mulberry Bush will be funded for the 'free' time by a grant, which we will receive directly from the L.E.A. We receive our funding termly, if you require your child to attend more than 15 hours a week you will be invoiced for the top up on a monthly basis.

You are able to claim your child's nursery grant through more than 1 setting. Pre-schools automatically receive funding above private nurseries. Once we have established and agreed space and session times with you we will provide you with a parent declaration form, which you must complete and return to us by head count day. We must also see original evidence of your child's date of birth. We then have to submit your child's details to the L.E.A., together with the agreed number of sessions your child is attending for. If your child attends with another provider we shall make contact with them to confirm how many sessions you shall be using with them. You will not be eligible for funding exceeding more than 15 hours a week between both practitioners.

Children receiving grant funding may choose not to attend The Mulberry Bush Nursery during the recognised half term breaks, Easter, Summer and Christmas Holidays. Please advise us if you would like your child to attend term time only. Term time only children are not entitled to holiday on top of this or a refund for sessions missed during term time. It is not possible to swap sessions for children who are absent from nursery due to illness.

Parents will be required to pay for the top up of any additional sessions that take the child above 15 hours a week and for any meals the children may have. Parents will also be

required to pay for any additional activities such as swimming and French lessons although the teachers will invoice the families independently for these lessons. Please note all meals and additional activities are optional and not compulsory.

Children only attending the nursery to access their free early years education, 15 hours a week will not be subject to the £20 registration fee.

Funded 2 Year Old Children

This is a scheme that allows eligible children to receive free early years care and education from the term after their second birthday. Eligible children can claim up to 15 hours free early years care a week for 38 weeks a year. Parents can opt to take this entitlement as stretched entitlement enabling them to use less hours over 51 weeks of the year. This is part of a national offer from the Department for Education (DfE) and has been developed to improve outcomes for identified two year olds who would benefit from accessing high quality early years and childcare provision. For further information please pick up a leaflet from the cloakroom or contact the office although the local Children's Centre can also be very useful when researching 2 year old funding and alternative funding.

Parents will only be required to pay for the top up of meals and any extra sessions booked above the 15 hours funding or any extra activities provided at the nursery such as French lessons and swimming. Please note all meals and additional activities are optional and not compulsory.

Children only attending the nursery to access their 2 year old funding will not be subject to the £20 registration fee.

Payment

Non-funded and funded children who attend more than their funded hours will receive an invoice at the end of the month for the following month. This invoice is due for payment by the 7th of the month.

The nursery can accept payment by Standing Order, Cheque, Cash and Childcare Vouchers.

If payment is not received by the 7th of the month a reminder will be sent out. If payment is not received by the 14th of the month a second reminder will be sent out. If payment is not received by the 21st of the month the management will make personal contact with the parents to enquire as to why payment hasn't been made. If payment is not received by the next payment run a £20 late payment fee can be applied.

If the parent fails to settle the outstanding balance by the 7th of the following month then the nursery reserves the right to suspend that child's space for a month or until the payment has been settled.

If the invoice remains outstanding by the end of the 2nd month then the nursery reserves the right to give notice that the child's space has been forfeited and the outstanding fees may be pursued through the small claims court with any additional costs being added.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017

(or earlier if a change occurs)

Key Person Policy

The Aim

Our aim is to plan and organise our setting to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

We believe that children settle best when they have a key person to relate to, who knows them and their parents well and who can meet their individual needs. Key persons provide secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

It is our aim to ensure children feel safe, stimulated and happy in the setting and feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. We strive to make the setting a welcoming place, where it feels like home from home, and the children can settle quickly and easily as special consideration has been given to the individual needs and circumstances of the children and their families. The Key Person is a role set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

This Policy is Underpinned by:-

Children's Act 1989 and 2004

UNICEF 1989

We ensure the key person approach is adopted and implemented in an effective and positive way to promote positive relationships for the children and their families by:-

- Allocating a key person before the child starts. We will aim to ensure the key person's working day is similar or longer than that of the child's attending hours to ensure the key person is available at drop off and pick up times to welcome the child and their family to nursery and then be available at the end of the child's session to feed back all relevant information to the parent/carer.
- The key person will attend a 'Home Visit' with a member of management if the parents wish to accept this offer. During the 'Home Visit' the key person will complete the 'On Entry' data sheet with the parents for the child which will inform the key person of useful information about the child and their individual interests and enable the key person to start planning for their needs and interests from their first session at nursery.
- The key person will welcome the child and the family on the child's free trial session.
- The key person will provide the parents/carers and child with an 'All About Me' information sheet about themselves, enlightening the family a little more about themselves, their background and their interests.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person will also ask the parent/carer to complete an 'All About Me' Booklet for the child, allowing the key person and parent to plan and deliver a unique plan for the child's well-being, care and learning.

- It is the key persons responsibility to be the link between other carers such as a childminder and a key person at another setting. It will be their duty to ensure the correct sharing of appropriate information about the child's development is passed on.
- The key person is responsible for completing the child's Learning Journey and any other developmental records and for sharing this information on a regular basis with the child's parents.
- The key person encourages strong, positive relationships between children in his/her key group, spending time with them as a group each day.
- Our individual rooms are organised and smoothly run with the same key staff working in the rooms each day therefore enabling all staff to know all the children and their individual needs well providing a back-up if and when the child's key person is absent.
- The key person will be responsible for developing a secure and trusting relationship with the child and will encourage the child and family to share key words, gestures or sounds that will support the child in the setting.
- The key person will observe and plan for the child's likes interests and individual needs.
- The key person will be responsible for producing the transition/leavers report when a child moves to a new setting.
- The key person will hold a transition meeting with the reception teacher when the child is going to school.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017

(or earlier if a change occurs)

No Smoking Policy

The Aim

Our aim is to promote good health of the children and comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment – both indoor and outdoor.

This Policy is underpinned by:-

The Smoke-free (Premises and enforcement) Regulations 2006

The Smoke-free (Signs) Regulations 2007

How we achieve this.

- Staff are made aware we are a non- smoking environment inside and outside during their interview.
- Staff are made aware of our non-smoking policy during their induction.
- All parents, carers, volunteers and visitors are made aware of our non-smoking policy.
- We display non-smoking signs.
- The no-smoking policy is stated in our prospectus.
- Staff who smoke do not so during working hours.
- If staff want to smoke during their lunch break they would need to do so off the premises.
- Staff who smoke during their lunch break must make every effort to reduce the effect of the odour and lingering effects of smoke for children and colleagues.
- We would support staff and direct them to appropriate advice and support if they implied they would like to give up smoking.

Signed: _____

Name of Signatory: Tracy Green

Role of Signatory: Proprietor

Date: May 2016

Date to be reviewed: May 2017

(or earlier if a change occurs)