Children's Corner Day Nursery

Policies and procedures 2026

Children's Corner Day Nursery

Disclaimer

These policies and procedures have been adapted to our nursery's (Children's Corner Day Nursery) standards. We have adapted them to fit and reflect our individual needs of the service. We adhere to Statutory guidance's and legislation that govern our service, practice, and professionalism.

We will review Policies and Procedures as and when situations occur to ensure that the written guidance truly reflect our practice or whether it needs updating. However, Policies and procedures will be reviewed between 12 to 18 mths.

These policies and procedure shared in Feb 2025 and adopted 2nd April 25 will replace all previous ones.

It is the staff's responsibility to ensure they read the policies through the induction period of 6 mths and they will have an e-copy emailed to them upon commencing employment, it is also uploaded on our website to access, and hard copy is available freely to use in the setting, in the office.

Sign Declaration

I ……. Have read these policies and procedures and I have also been provided with an e-copy via email.

X_____

Name of staff

Date

Children's Corner Day Nursery

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Matrix of Changes since January 2025 Edition

All changes made throughout the policies and procedures are highlighted in yellow.

'Minor word/grammar changes' indicates that there have been no significant changes and the meaning of the policy remains the same.

Providers are responsible for ensuring they follow the current version of the framework for their provider type.

Section/Policy	Changes Made
Useful contacts and recommended reading	Debt Recovery Guide – link updated
✓ **Safeguarding Children and Child Protection Policy**	Removed: to safeguard vulnerable and at risk children by Added: 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation Updated Nov 25 – monitoring and reporting low attendance to Setting Lead Minor word and grammar changes
✓ **Accidents and First Aid Policy**	Minor word and grammar changes
✓ **Admissions Policy**	Minor word and grammar changes
✓ **Allergies and Allergic Reactions Policy**	Minor word and grammar changes
✓ **Animal Health and Safety Policy**	Blue Cross – hyperlink updated
✓ **Dealing with Discriminatory Behaviour Policy**	Added: We provide a neutral working environment where no one should feel threatened or intimidated and everyone should be treated with equity, inclusivity, dignity and respect. This includes 'work situations' such as social events and social media posts and interactions between colleagues. **Harassment:** we have zero tolerance towards such behaviour

	Sexual harassment is any unwanted sexual conduct that has the purpose or effect of violating a person's dignity or creating a hostile environment for them; the law requires the setting to take reasonable steps to prevent sexual harassment of workers in the course of their employment; we have zero tolerance towards such behaviour **Third party harassment** occurs where a person is harassed by someone who does not work for the same employer, such as a visitor or supplier; we have zero tolerance towards such behaviour including understanding that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. Training ensures staff understand this in order to create a culture of zero tolerance towards sexual harassment in the workplace Ensure a zero-tolerance approach is actually taken by challenging Expecting all staff to intervene in the case of third-party harassment, reporting issues to the Setting Lead and/or reporting criminal acts to the police; we have an anonymous reporting procedure for sexual harassment We foster a safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking 'reasonable steps' to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties, such as visitors to the premises.
✓ **Grievance Procedure**	Removed: Grievances raised while you are subject to disciplinary proceedings will usually be heard when the disciplinary process has been completed. If a grievance has any bearing on the disciplinary proceedings, it will be dealt with as part of the

	disciplinary hearing or disciplinary appeal, as appropriate. Added: Where an employee raises a grievance during a disciplinary process the disciplinary process may be temporarily suspended in order to deal with the grievance. Where the grievance and disciplinary cases are related it may be appropriate to deal with both issues concurrently. Minor word or grammar changes
✓ **Inclusion and Equality Policy**	Added: Worker Protection Act 2023 We foster a safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking 'reasonable steps' to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties Our zero-tolerance approach includes having anonymous reporting procedures and dealing with any instances which arise via our disciplinary procedures. Training includes ensuring staff understand that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. We encourage all staff members to create a culture of zero tolerance towards discrimination and sexual harassment in our setting.
✓ **Looked After Children Policy**	Added: Looked after children can also be referred to as 'children in care', a term which many children and young people prefer.
✓ **Low-Level Concerns Policy**	Added: • Inadvertent or thoughtless behaviour • Behaviour that might be considered inappropriate depending on the circumstances • Behaviour which is intended to enable abuse.
✓ **Medication Policy**	Minor word or grammar changes

✓ **Mobile Phone and Electronic Device Use Policy**	Added: e.g. smart glasses
✓ **Nappy Changing Policy**	Added: and any other image sharing or recording devices
✓ **Online Safety Policy**	Added: Our nursery is aware of the growth of the internet and technology and the advantages this can bring to everyday life Minor word or grammar changes
✓ **Respectful Intimate Care Policy**	Removed: with respect Added: in a safe, respectful and child-centred way Providing intimate care involves working with children when they are particularly vulnerable, which can provide heightened opportunities for abuse. Therefore, to promote good practice Ensure children are afforded privacy and dignity during intimate care routines
✓ **Social Networking Policy**	Removed: Twitter Added: X (formerly Twitter)
✓ **Staff Well-being Policy**	Added: we have anonymous procedures to encourage reporting sexual harassment • We have a zero tolerance approach towards discriminatory behaviour and sexual harassment • Training includes an appropriate understanding that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel in order to create a culture of zero tolerance towards sexual harassment, in particular
✓ **Supervision of Visitors Policy**	Added: and other devices capable of recording or sharing audio and/or images, e.g. smart (camera) glasses
✓ **Harassment and Sexual Harassment Risk Assessment Template**	New template

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Glossary

The following terms are used throughout this publication and refer to:

Early Years Foundation Stage (EYFS) – the statutory framework for care and early learning in England. A revised framework was published in Nov 2024 and is mandatory for all early year's providers including maintained schools, non-maintained schools, independent schools, all providers on the Early Years Register and all providers registered with an early years childminder agency from 1 September 2021.

Ofsted – is the Office for Standards in Education, Children's Services and Skills and regulates and inspects early years providers in England against the EYFS.

Parents – For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians. You may want to adapt the example documents to use the terminology you feel most comfortable with.

Teaching, Learning and Progress Lead – Any adult who works with children in a nursery.

Key Person – The named member of staff assigned to a child. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

What are policies and procedures?

A **policy** is a collectively agreed statement of beliefs. It is a course of action recommended or adopted by an organisation. Policies inform procedures.

A **procedure** is a way of doing something; a written method or course of action to be taken in particular circumstances.

A comprehensive set of policies and procedures should demonstrate a professional approach to processes and practice as well as, where applicable, compliance with the requirements of law. It is essential to have robust and clear policies and procedures which staff can understand, follow, and implement to ensure high-quality provision.

Policies and procedures enable nurseries to plan and provide evidence that sound practice is taking place. For example, a policy on parental partnership formulated by staff and parents demonstrates the nursery's commitment to working with parents for the benefit of the children's care, welfare, and early learning.

Policies and procedures set a baseline underpinning decision made every day and act as reference points for all practice in the nursery. They form the core processes upon which parent partnerships are based. When parents consider placing their child in a nursery, the policies and procedures outline for them the underlying ethos behind that particular nursery. How parents feel a nursery's beliefs and ethos fits with their own beliefs will determine whether they Learning Differences and Disability their child to the nursery.

This pack is intended for use as a resource to develop policies specifically for your nursery. Every nursery's policy and procedure will be unique to their setting. It is important to read every policy and procedure first and adapt it for use in your setting. This pack will form a springboard for developing your own documents and enabling you to review and update your current practices.

The importance of having clear policies and procedures

Policies, including your mission statement, should encompass the beliefs and values of your nursery, conveying the ethos of how you deliver your childcare and early years' service. If formulated accurately and delivered consistently, your guiding principles will help establish a professional and inclusive approach.

As well as communicating your values to customers, the creation of policies sets boundaries, demonstrates how the nursery meets certain legal requirements and enables staff to review practice. This can empower individuals to take an active part in the review process and can serve as a focus for staff development.

It is important that all policies are easily understood and jargon free wherever possible, which in turn will facilitate their implementation without misinterpretation. All policies and procedures need to be shared with staff, parents, and volunteers to help ensure they are fully understood and implemented consistently within your setting.

Parents need to know about your policies in order to make enrolment choices. It is important to consider a number of ways to communicate your policies so that all parents are enabled to make informed choices (see the communications section of this publication).

Policies will inform the procedures you have in place to help ensure consistent standards of practice that minimise risk to the children in your care and provide them with high-quality care and learning. All policies should help to establish the safest possible enriched environment in which young children are cared for and play and learn.

Procedures should clearly state the course of action to be taken in a given situation. This will ensure that childcare practice and management are consistent throughout the nursery and that clear standards of practice are upheld. Any deviation from the normal procedure should be investigated.

Clear procedures can have significant benefits for all concerned – children, parents, staff, visitors and management. Procedures assist with staff training and ensure that all staff know exactly what should be done in all situations. This can be of particular benefit for new staff.

Procedures assist management in training new staff to the required standards of practice. There should also be clear guidance when staff do not follow procedures, either through follow-up training and support or in certain circumstances, disciplinary action. Procedures also give parents a clear understanding and confidence in the service provided. If they know exactly what will happen in a given situation, they are far more comfortable leaving their child in your care. Carefully planned procedures ensure that children benefit from a consistent approach that gives them the comfort of an established routine.

How to formulate policies and procedures?

It might seem very daunting at first to compile a full set of policies and procedures, but this process is essential for the smooth running of your nursery and the welfare of all involved.

The Statutory Framework for the Early Years Foundation Stage (EYFS) in England includes specific policies and procedures which must be implemented in early years settings. Examples of all these are included in this pack along with many more, which will assist in securing and providing evidence of good practice. There are also other legal requirements nurseries must meet, particularly in relation to health and safety and employment law and examples of these are also included.

Involving others
Formulating and implementing policies and procedures should not be the preserve of the Setting Lead. In order to ensure you have policies and procedures that work in practice you should consult with the staff using these on a daily basis and wherever possible incorporate parents' opinions. This will enable all voices to be heard. Staff meetings and parents' events are ideal opportunities to undertake this.

Begin by sharing ideas of your shared ethos and discussing ideas around each area of practice. The staff team may bring a range of experience to inform policy making depending on experience. Formulating your policies and procedures may be informed by how things are done in other settings, how staff dealt with the issue as parents themselves, what other parents might expect and what procedures have been successful in the past.

Using observations of children will also show you whether a procedure works well and talking to children about procedures, e.g., emergency evacuation procedures and behaviour management techniques, may highlight ideas you may not have considered.

Updating and reviewing your policies and procedures
Policies should be clear, succinct and should always be evolving. High-quality nursery provision will review and revise these policies regularly to ensure they reflect good practice, meet any new legal requirements, and still fit your nursery's individual needs. This should be conducted annually as a minimum but should also be revisited when any significant changes occur, for example, when a child with specific needs registers at the nursery or a new piece of legislation becomes relevant.

You should also review your procedures after any incident that requires the use of the procedure, e.g., after a heavy snowfall. This will ensure it works next time you encounter this event or incident.

Any changes you make to your policies and procedures need to be communicated to all parties in the nursery.

Remember, having quality robust policies and procedures in place is only the start of the process; you need to ensure that these are used in practice by all of your team, parents and

children all of the time. Peer and management observations will support this and may identify training needs for individuals or the whole team.

Responsibilities

It is imperative that responsibility for formulating, implementing, and reviewing policies and procedures is established and upheld.

The nursery Setting Lead will normally be responsible for the development of policies and procedures, which should be undertaken with the assistance of specialist advisors (i.e., a solicitor) where necessary. The process of their development will reflect the management process within a particular nursery and will include the participation of staff and parents.

Reviews of such policies and procedures should happen regularly, ensuring the process is both proactive and responsive to the needs of the nursery and changing legislation. Staff, parents and children should be involved where possible.

Nursery providers have a responsibility beyond minimum standards. Good quality nurseries will be committed to continuous improvement by effective monitoring and evaluation of their service.

Communicating your policies and procedures

Communicating with staff

Staff inductions
Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection and health and safety issues, as stated in the EYFS Section 3.21 (2024). Using a robust induction system for all new staff.

Good practice suggests this should involve a discussion of the implications of policies such as what will happen in the event of an accident or severe bad weather. In this way, a regulatory framework is established from the outset. Staff should be given the opportunity to ask questions to ensure they fully understand a policy and procedure.

A full set of policies and procedures may be included in the staff handbook, so they are easily available for staff.

Students and volunteers should also have an understanding of the policies and procedures and have access to copies of them.

Existing staff
Using regular slots in staff meetings for policy and procedure review will include your staff in the review process and will help to get 'buy-in' from your staff. If they are included in the production of a procedure, they are more likely to understand it and implement it.

Any changes made to policies and procedures need to be communicated to staff and they should be given the opportunity to ask questions to ensure they fully understand the change and can implement it.

Communicating with parents
Parents should also be informed about nursery policies and procedures – this is the philosophy which underpins the service you offer and is a legal requirement of the EYFS. It affects both their legal contract and personal relationship with you and should therefore be included in the nursery information pack, discussed during the registration process and available freely in the nursery, e.g., in a reception area or on the website. Parents' views should be sought during reviews of policies and procedures and any changes should be communicated to parents through the most appropriate person, e.g., Setting Lead or key person, notice boards, newsletters, and parents' evenings.

You should be responsive to the needs of your local community, which could include offering copies of policies and procedures in large print, Braille, alternative media sources (recordings) and languages other than English as necessary.

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Useful contacts and recommended reading

The Early Years Foundation Stage
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Birth to 5 Matters
https://birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf

Training
CCDN is part of Ealing Quality Partnership membership, where you can access online and face to face training and most of them will be FREE. www.ealingcpd.org.uk – register yourself to access

Employment Guide
https://www.arclegal.co.uk/wp-content/uploads/2022/03/Employment-Guide-Letters-and-Templates.2022.pdf

Debt Recover Guide
https://www.arclegal.co.uk/wp-content/uploads/2022/03/Debt-Recovery-Guide-and-Letters.pdf

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Safeguarding Children and Child Protection Policy

PART 1: Safeguarding children and child protection procedures

Introduction

CCDN is dedicated to the support, development and promotion of high-quality care and education for the benefit of our children, families and community. We are committed to safeguarding children and promoting their welfare.

All staff, students and volunteers have a responsibility for safeguarding children, being vigilant and identifying and reporting any safeguarding concerns, in line with this and supporting policies, including:

Acceptable internet use policy	Online safety policy
CCTV policy	Promoting positive behaviour policy
Data protection and confidentiality policy	Recruitment, selection and suitability of staff policy
Emergency lockdown policy	Respectful intimate care policy
Inclusion and equality policy	Social networking policy
Late collection and non-collection of children policy	Special educational needs and disabilities (LEARNING DIFFERENCES AND DISABILITY) policy
Lone working policy	Staff code of conduct
Looked after children policy	Supervision of children policy
Low-level concern policy	Supervision of visitors policy
Missing child from nursery policy	Volunteers policy
Missing child from outings policy	Whistleblowing policy
Mobile phone and electronic device use policy	Young workers policy
Nappy changing policy	

We ensure all staff, students and volunteers have the necessary knowledge and skills to carry out their duties and have sufficient understanding of how this policy and procedures support them in promoting and safeguarding the welfare of children. This is achieved through recruitment and induction processes and by offering ongoing training and support to all staff, appropriate to their specific role.

This policy is reviewed annually to ensure it remains in line with statutory guidance. Its effectiveness is monitored through staff and stakeholder reviews, appraisals and feedback to ensure appropriate knowledge and awareness is in place.

It is the responsibility of every staff member, student and volunteer to report any breaches of this policy to the Designated Safeguarding Lead (DSL).

Policy intention

The policy makes it clear that all staff, students and volunteers have a responsibility to safeguard children and young people and to protect them from harm. It aims to raise awareness of how to safeguard and promote the welfare of children and provides procedures should a child protection issue arise.

This policy applies to all children up to the age of 18 years whether living with their families, in state care, or living independently (*Working together to safeguard children*).

Safeguarding and promoting the welfare of children, in relation to this policy, is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise family network through a kinship care arrangement, wherever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child protection is an integral part of safeguarding children and promoting their overall welfare. In this policy, child protection shall mean:

- The activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

(*Working together to safeguard children*)

To safeguard children and promote their welfare we will:

- Develop a safe culture where staff are confident to raise concerns about professional conduct
- Ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take
- Understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives
- Share information with other agencies as appropriate.

We promote:

- Always listening to children
- Positive images of children
- Children developing independence and autonomy as appropriate for their age and stage of development

- Safe and secure environments for children
- Tolerance and acceptance of different beliefs, cultures and communities
- British values
- Providing intervention and help for children and families in need.

We have a duty to act quickly and responsibly in any instance that may come to our attention. If in any doubt about what constitutes a safeguarding concern, refer to the Designated Safeguarding Lead (DSL). If there is a concern, never do nothing (Laming, 2009), always do something, including sharing information with any relevant agencies. Safeguarding is everybody's responsibility.

The nursery aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develop and build children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (LEARNING DIFFERENCES AND DISABILITY), isolated families and vulnerabilities in families, including the impact of toxic trio on children and Adverse Childhood Experiences (ACEs)
- Ensure that all staff feel confident and supported to act in the best interest of the child, maintaining professional curiosity around welfare of children, sharing information, and seeking help that a child may need at the earliest opportunity
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local and/or national procedures, including thorough annual safeguarding updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the **London Borough of Ealing, Child Protection Service and its guidance (Yellow Book 2022)** **https://ealingmusicservice.com/wp-content/uploads/The-Yellow-Book-2022-23.pdf#:~:text=Welcome%20to%20this%20new%20edition%20of%20Ealing%E2%80%99s%20guidance,in%20voluntary%2C%20community%2C%20faith%20or%20private%20sector%20organisations.**
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Ensure that staff identify, minimise and manage risks while caring for children
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of our safeguarding and child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by **London Borough of Ealing, Children's Services**

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The 2026 updates to early years safeguarding focus on strengthened child protection, welfare, and wellbeing requirements, with clearer inspection expectations and enhanced staff accountability.

Key Updates to EYFS Safeguarding Sept 2026

The Early Years Foundation Stage (EYFS) statutory framework has been updated to reinforce safeguarding and welfare requirements across all early years settings. These changes build on the 2025 reforms and include:

Enhanced safeguarding procedures: Settings must demonstrate robust policies for child protection, including:

•safer sleeping arrangements (see key principles of practice below)

•weaning, and eating practices for infants (staff member should be sitting at the meal table whilst eating)

- If a child chokes or there is a near miss – a log must be created (@ CCDN we will use EyLog incident form, call parents before publishing), review pattern monthly

Key Principles for Safer Sleep

Sleep Position and Space: Babies under 12 months should always be placed on their back in their own separate sleep space, such as a cot, carry cot, Moses basket, or travel cot that meets British Safety Standards.

Children over 12 months may use floor beds, but cots remain safest for infants. Sleep spaces should have a firm, flat, waterproof mattress with lightweight bedding firmly tucked below the shoulders, or a well-fitted baby sleep bag. Extra items like toys, pillows, bumpers, wedges, or straps should be avoided to reduce suffocation risk (DfE, Lullaby Trust, EYFS guidance)

Room Temperature and Clothing: Maintain a room temperature of 16–20°C for babies. Check the baby's chest or back of the neck to ensure they are not too hot or cold. Remove layers if the skin feels clammy or sweaty. Avoid covering the baby's head, as this increases SIDS risk

Monitoring and Supervision: Babies under six months must have an adult present in the same room during sleep. All children should be frequently checked and remain within sight and hearing of staff. Baby monitors may be used for children over six months, ensuring visibility and audibility at all times

.

Travel and Sleep Transitions: Babies who fall asleep in prams, buggies, pushchairs, or car seats should be transferred to a cot upon arrival at the setting. Hats and extra clothing should be removed immediately to prevent overheating

Sleep Comforters: Only use comforters for children over 12 months. For younger babies, avoid items that could pose a suffocation hazard

Staff accountability and training: Designated Safeguarding Leads (DSLs) must refresh training every 24 months, and all staff must follow the new Training Criteria Annex detailing practical application of safeguarding knowledge

Recruitment and reference checks: Professional references are now strictly verified, with family or open testimonials prohibited

Emergency and absence procedures: Settings must hold at least two emergency contacts per child and follow up unexplained absences within two hours

Monitoring and reporting: Inspections now assess safeguarding as a foundational element rather than a simple "Met/Not Met"

Multi-Agency and Policy Alignment

The 2026 updates align with Working Together to Safeguard Children 2026, emphasizing:
•**Inclusive, anti-discriminatory practice**: Leaders are expected to challenge racism and discrimination and create inclusive culture

•**Family help integration**: Early help (EHAP) and Section 17 support are combined to provide seamless support, with multi-disciplinary family help plans linked to safeguarding assessments

•**Child protection notifications**: Settings must make timely, accurate notifications even if child identities are initially unknown, including for care leavers up to age 24 years old.

•**Focus on multiple harms**: Guidance now explicitly addresses domestic abuse, child sexual abuse, online harms, and group-based exploitation

Designated Safeguarding Lead (DSL)
The DSL has overall responsibility for the Safeguarding children and child protection policy and procedures. It is their role to ensure that the policy and procedures are implemented to safeguard and promote the welfare of children. They are responsible for coordinating safeguarding and child protection training for staff across the organisation.

There is always at least one designated person on duty during the opening hours of the setting. The designated persons receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

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Designated Safeguarding Lead	Miss Ailish Farren
Deputy Designated Safeguarding Lead	Ms Samantha Parkin and Ms Sarah Neave & Mrs Kokila Patel

In the unlikely event of the DSL or Deputy DSL absence and to ensure immediate action can be taken, contact the Local Safeguarding Partnership (LSP).

The role of the DSL

The role of the DSL is to:

- Monitor and update the Safeguarding children and child protection policy and procedures in line with new legislation and to ensure it is effective. This will be done by making sure that everyone understands the correct procedures during their individual annual review
- Ensure updates and new legislation are reflected in our services as soon as they are known
- Act as a source of support, advice and expertise for all staff, students, volunteers, children and parents who have child protection concerns
- Ensure detailed, accurate, secure written records of concerns and referrals
- Review all written safeguarding reports
- Assess information provided promptly, carefully and refer as appropriate to external agencies
- Provide signposting to other organisations
- Consult with statutory child protection agencies and regulatory bodies where required
- Make formal referrals to statutory child protection agencies or the police, as required.

At CCDN the DSL role

- Once allegation has been received, between the 4 DSL's it will be assigned to the most Senior person (unless the allegation is against them), then it will be allocated to the next Deputy.
- The Assigned DSL will make contact LADO, within 24 hours. If the allegation is received on a Friday towards end of working day, then most Senior DSL on duty will email into ASV@ealing.gov.uk
- The assigned person will carry out all the requirements within timeframe of all statutory requirements.
- Whilst carrying out the investigations, it is deemed there needs to be other internal procedures, this will be allocated by the Assigned DSL to another Senior.
- If discussion about the two different investigations need to be held, then a planned meeting will be convened
- Whilst the initial Investigation is being conducted and another allegation is reported then this will be allocated to a different DSL.

In addition, the DSL is required to:

- Keep up-to-date with good practice and national requirements for safeguarding and child protection
- Provide information on safeguarding and child protection for the setting

- Raise awareness of any safeguarding and child protection training needs and implement where necessary
- Retain up-to-date knowledge of the role of the local safeguarding partnership arrangements and local child protection procedures.

The DSL does not investigate whether or not a child has been abused or investigate an allegation or disclosure. Investigations are for the appropriate authorities, usually the police and social services.

Sharing low-level concerns

On occasion, inappropriate, problematic or concerning behaviour by staff or other adults is observed but does not meet the threshold for significant harm. This may be classed as a 'low-level' concern, although this does not mean that it is insignificant.

See Low-level concerns policy for full details.

We define a low-level concern as:

- Any concern, no matter how small, that an adult working with children may have acted in a way that is inconsistent with our Staff behaviour policy, including inappropriate behaviour outside of work
- A concern that may be a sense of unease or a 'nagging doubt' and does not meet the harm threshold or is serious enough to refer to the LADO.

We encourage a culture of openness, trust and transparency, with clear values and expected behaviour, monitored and reinforced by all staff. All concerns or allegations, however small, will be shared and responded to. All concerns will be shared with the DSL, or other nominated person, as in our reporting procedures. We encourage concerns to be shared as soon as reasonably practicable and preferably within 24 hours of becoming aware of it. However, it is never too late to share a low-level concern.

It is not expected that staff will be able to determine whether the behaviour in question is a concern, complaint or allegation before sharing the information. If the DSL is in any doubt as to whether the information meets the harm threshold, they will consult the LADO.

Occasionally a member of staff may find themselves in a situation which could be misinterpreted or appear compromising to others. If this occurs, staff are encouraged to self-report to the DSL. Equally, a member of staff may have behaved in a manner which, on reflection, falls below the standards set in our Staff behaviour policy. If this occurs, staff are encouraged to self-report to the DSL. We encourage staff to be confident to self-refer and believe it reflects awareness of our standards of conduct and behaviour.

When the DSL receives the information, they will need to determine whether the behaviour:

- Meets, or may meet, the harm threshold (and so contact the LADO)
- Meets the harm threshold when combined with previous low-level concerns (and so contact the LADO)
- Constitutes a 'low-level' concern
- Is appropriate and consistent with the law and our Staff behaviour policy.

The DSL will make appropriate records of all information shared, including:

- With the reporting person
- The subject matter of the concern
- Any relevant witnesses (where possible)
- Any external discussions such as with LADO
- Their decision about the nature of the concern
- Their rationale for that decision
- Any action taken.

This constitutes a record of low-level concern. We retain all records of low-level concerns in a separate low-level concerns file, with separate concerns regarding a single individual kept as a chronology. These records are kept confidential and held securely, accessed only by those who have appropriate authority. Records will be retained at least until the individual leaves their employment.

If the low-level concern raises issues of misconduct, then appropriate actions following our Disciplinary procedures will be taken. Records will be kept in personnel files as well as in the low-level concerns file.

Monitoring children's attendance

As part of our requirements under the statutory framework we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern. We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within one hour of their normal start time, the parents will be contacted to ensure the child is safe and healthy. If the parents are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family.

If contact cannot be established then we would assess if a home visit were required to establish all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities, including the police, in order for them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the Local Authority children's social care team to ensure the child remains safe and well.

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Authority children's social care team, police or LADO does not allow this to happen.

This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

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

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

Confidentiality
Confidentiality must not override the right of children to be protected from harm. However, every effort will be made to ensure confidentiality is maintained for all concerned if an allegation has been made and is being investigated.

If uncertain about whether sensitive information can be disclosed to a third party, contact the DSL or call the Information Commissioner's Office on 0303 123 1113. They will provide advice about the particulars relating to each individual case, including information which can and cannot be shared.

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

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

The nursery keeps appropriate records to support the early identification of children and families which would benefit from early help. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

Our Data protection and confidentiality policy will be applied with regards to any information received from an individual. Only persons involved in the investigation should handle this information although any investigating body will have access to all information stored in order to support an investigation.

PART 2: Definitions of abuse

Definition of significant harm

The Children Act 1989 introduced the concept of significant harm as *'the threshold that justifies compulsory intervention in family life in the best interests of children'*. It gives LAs a duty to make enquires to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Whilst there are no absolute criteria to rely on when judging what constitutes significant harm, consideration should be given to:

- The severity of the ill-treatment, including the degree of harm
- The extent and frequency of abuse and/or neglect
- The impact this is likely to have, or is having, on the child involved.

This may be a single traumatic event, such as a violent assault, suffocation or poisoning, or it can be a combination of events (both acute and long-standing) that impairs the physical, intellectual, emotional, social or behavioural development of the child.

Definitions of abuse and neglect
Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or, more rarely, a stranger.

Perpetrators of abuse can be an adult, or adults, another child or children.
(*What to do if you're worried a child is being abused: Advice for practitioners* and *Working together to safeguard children*)

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

Indicators of child abuse

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

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

Emotional states: Fearful, withdrawn, low self-esteem.

Behaviour: Aggressive, habitual body rocking.

Interpersonal behaviours:

- Indiscriminate contact or affection seeking

- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess, persistently resorting to gaining attention
- Demonstrating excessively 'good' behaviour to prevent parent disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents
- Lack of ability to understand and recognise emotions
- Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

Child-on-child abuse

Child-on-child abuse is also known as peer-on-peer abuse; children are included as potential abusers in our policies. Child-on-child abuse may take the form of bullying, physically hurting another child, emotional abuse or sexual abuse. Reporting procedures in these instances remain the same although additional support from relevant agencies may be required to support both the victim and the perpetrator. Children who develop harmful behaviours are also likely to be victims of abuse or neglect.

If **child-on-child abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

If **physical abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Fabricated or induced illness (FII)

This abuse is when a parent fabricates the symptoms of, or deliberately induces, illness in a child. The parent may seek out unnecessary medical treatment or investigation. They may exaggerate a real illness and symptoms, or deliberately induce an illness through poisoning with medication or other substances, or they may interfere with medical treatments. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

FII is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

Female genital mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed with no medical reason. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy, according to the community.

It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term

health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother, and/or death (definition taken from the *Multi-agency statutory guidance on female genital mutilation*). Other consequences include shock, bleeding, infections (tetanus, HIV and hepatitis B and C) and organ damage.

FGM is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures. In addition, there is a mandatory duty to report to police any case where an act of FGM appears to have been carried out on a girl under the age of 18.

Breast ironing or breast flattening

Breast ironing, also known as breast flattening, is a process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or to delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. These actions can cause serious health issues such as abscesses, cysts, itching, tissue damage, infection, discharge of milk, dissymmetry of the breasts, severe fever.

Breast ironing/flattening is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

Emotional abuse

Working together to safeguard children defines emotional abuse as 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.' Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur separately.

Examples of emotional abuse include:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed, such as interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- A child seeing or hearing the ill-treatment of another.

A child may also experience emotional abuse through witnessing domestic abuse or alcohol and drug misuse by adults caring for them. In England, The Domestic Abuse Act (2021) recognises in law that children are victims of emotional abuse if they see, hear or otherwise experience the effects of domestic abuse.

Signs and indicators may include delay in physical, mental and/or emotional development, sudden speech disorders, overreaction to mistakes, extreme fear of any new situation,

neurotic behaviour (rocking, hair twisting, self-mutilation), extremes of passivity or aggression, appearing to lack confidence or self-assurance.

If **emotional abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Sexual abuse

Sexual abuse involves forcing, or enticing, a child to take part in sexual activities. Sexual abuse does not necessarily involve a high level of violence and includes whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males are not the sole perpetrators of sexual abuse; women also commit acts of sexual abuse, as do other children. This policy applies to all children up to the age of 18 years.

Action must be taken if staff witness symptoms of sexual abuse including a child indicating sexual activity through words, play or drawing, having an excessive preoccupation with sexual matters or having an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls or toys or in the role-play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

Additional signs of emotional and physical symptoms are shown below.

Emotional signs	Physical signs
• Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age or stage of development • Personality changes, such as becoming insecure or clingy • Regressing to younger behaviour patterns, such as thumb sucking or bringing out discarded cuddly toys • Sudden loss of appetite or compulsive eating • Being isolated or withdrawn • Inability to concentrate • Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer • Becoming worried about clothing being removed.	• Bruises • Bleeding, discharge, pains or soreness in their genital or anal area • Sexually transmitted infections • Pregnancy.

If **sexual abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Neglect

Working together to safeguard children defines neglect as 'the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.'

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve adults involved in the care of the child failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect them from physical harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment
- Respond to their basic emotional needs.

The NSPCC statistics briefing for 2024 has found neglect continues to be the most common form of abuse, with one in ten children in the UK having been neglected. Concerns around neglect have been identified for half of children who are the subject of a child protection plan or on a child protection register in the UK. Younger children are more likely than older children to be the subject of a child protection plan in England because of neglect, although research suggests that the neglect of older children is more likely to go overlooked.

Signs of neglect include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in, or a child having an illness or identified special educational need or disability that is not being addressed. A child may be persistently hungry if a caregiver is withholding, or not providing enough, food. A child who is not receiving the attention they need at home may crave it from other adults, such as at nursery or school.

If **neglect** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Domestic abuse

The definition of domestic abuse from the Domestic Abuse Act, 2021 is:

Behaviour of a person (A) towards another person (B) is 'domestic abuse' if:

- *A and B are each aged 16 or over and are personally connected to each other*
- *The behaviour is abusive.*

Behaviour is 'abusive' if it consists of any of the following:

- *Physical or sexual abuse*

- *Violent or threatening behaviour*
- *Controlling or coercive behaviour*
- *Economic abuse (any behaviour that has a substantial adverse effect on B's ability to acquire, use or maintain money or other property and/or obtain goods or services)*
- *Psychological, emotional or other abuse.*

It does not matter whether the behaviour consists of a single incident or a course of conduct.

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity and domestic abuse can happen at any stage in a relationship.

Signs and symptoms of domestic abuse include:

- Changes in behaviour (for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.)
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress (for example, clothes to hide injuries that do not suit the weather)
- Stalking, including excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.

All children can witness and be adversely affected by domestic abuse in the context of their home life. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Where incidents of domestic abuse are shared by our own staff, students or volunteers we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

If **domestic abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Contextual safeguarding

As young people grow and develop, they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures we will work in partnership with parents and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

Child sexual exploitation (CSE) and Child criminal exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and

If involvement in county lines is suspected, then any concerns must be reported in line with our safeguarding procedures.

can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation *(Keeping children safe in education*).

Child sexual exploitation (CSE)

CSE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into **sexual** activity. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology and may be without the child's immediate knowledge such as through others copying videos or images they have created and posted on social media.

Signs and symptoms include:

- Physical injuries such as bruising or bleeding
- Having money or gifts they are unable to explain
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if it is suspected they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language beyond that expected for their age or stage of development
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any **criminal** activity. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Other examples include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Signs and symptoms of CCE are similar to those for CSE.

If **CSE** or **CCE** is suspected, then any concerns must be reported in line with our safeguarding procedures.

County Lines

The National Crime Agency (NCA) defines county lines as gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers live in a different area to the dealers, so drug runners are needed to transport the drugs and collect payment.

Perpetrators often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. A child is targeted and recruited into county lines through schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and symptoms include:

- Changes in dress style
- Unexplained, unaffordable new things (for example, clothes, jewellery, cars etc.)
- Missing from home or school and/or significant decline in performance
- New friends with those who don't share any mutual friendships with the victim, gang association or isolation from peers or social networks
- Increase in anti-social behaviour in the community including weapons
- Receiving more texts or calls than usual
- Unexplained injuries
- Significant changes in emotional well-being
- Being seen in different cars or taxis driven by unknown adults
- A child being unfamiliar with where they are.

Cuckooing

Cuckooing is a form of county lines crime. In this instance, the drug dealers take over the home of a vulnerable person in order to criminally exploit them by using their home as a base for drug dealing, often in multi-occupancy or social housing properties.

Signs and symptoms include:

- An increase in people, particularly unknown people, entering or leaving a home or taking up residence
- An increase in cars or bikes outside a home
- A neighbour who hasn't been seen for an extended period
- Windows covered or curtains closed for a long period
- Change in resident's mood and/or demeanour (for example, secretive, withdrawn, aggressive or emotional)
- Substance misuse and/or drug paraphernalia
- Increased anti-social behaviour.

If **cuckooing** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Child trafficking and modern slavery
Child trafficking and modern slavery is when children are recruited, moved, transported and then exploited, forced to work or are sold.

For a child to have been a victim of trafficking there must have been:

- *Action*: recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation
- *Purpose*: sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs.

Modern slavery includes slavery, servitude and forced or compulsory labour and child trafficking. Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse.

Signs and symptoms for children include:

- Being under control and reluctant to interact with others
- Having few personal belongings, wearing the same clothes every day or wearing unsuitable clothes
- Being unable to move around freely
- Appearing frightened, withdrawn, or showing signs of physical or emotional abuse.

If **child trafficking** or **modern slavery** are suspected, then any concerns must be reported in line with our safeguarding procedures.

Forced marriage
A forced marriage is defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.'

Where incidents of forced marriage are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

If it is suspected that a **forced marriage** is being planned, then any concerns must be reported in line with our safeguarding procedures.

Honour based abuse (HBA)

HBA is described as 'incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.' (*Keeping children safe in education*). Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their 'honour' code. It is a violation of human rights and may be domestic, emotional and/or sexual abuse such as being held against their will, threats of violence or actual assault. It often involves wider family networks or community pressure and so can include multiple perpetrators.

Signs and symptoms of HBA include:

- Changes in how the child dresses or acts, such as not 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

Where incidents of HBA are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

If **honour based abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Child abuse linked to faith or belief (CALFB)

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi-murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation
- Children's actions are believed to have brought bad fortune to the family or community.

If **CALFB** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Extremism and radicalisation

Under the Counter-Terrorism and Security Act 2015, there is a duty 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation to prevent them from being drawn into terrorism. This is known as the Prevent Duty.

Children can be exposed to different views and receive information from various sources and some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism; usually it's a gradual process so those who are affected may not realise what's happening. Radicalisation is a form of harm.
The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

For further information visit The Prevent Duty website.

If **radicalisation or extremism** is suspected, then any concerns must be reported in line with our safeguarding procedures. This includes reporting concerns to the police.

Online safety

While the growth of internet and mobile device use brings many advantages, the use of technology has become a significant component of many safeguarding issues such as child sexual exploitation and radicalisation.
There are four main areas of risk associated with online safety:

- Content - being exposed to illegal, inappropriate or harmful material such as pornography, fake news, racist or radical and extremist views
- Contact - being subjected to harmful online interaction with other users such as commercial advertising or adults posing as children or young adults
- Conduct - personal online behaviour that increases the likelihood of, or causes, harm, such as making, Learning Differences and Disability ing and receiving explicit images and online bullying
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Report **online safety concerns** to the DSL and to the Child Exploitation and Online Protection Centre (CEOP): https://www.ceop.police.uk/Safety-Centre/
Inappropriate content received via email must be reported to the DSL and to the Internet Watch Foundation (IWF): https://www.iwf.org.uk/en/uk-report/

Up skirting/down blousing

Up skirting and down blousing are criminal offences. They involve taking pictures of someone's genitals, buttocks or other intimate images under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress, the individual.

If **up skirting or down blousing** is suspected, then any concerns must be reported in line with our safeguarding procedures.

PART 3: Reporting procedures

Public interest disclosure (whistleblowing)
Whistleblowing is the term used when a worker passes on information concerning wrongdoing. All safeguarding allegations, internal or external, current or historical, must be passed on the DSL. We will cooperate fully with the authorities involved and follow any guidance given.

We believe keeping children safe is the highest priority and if, for whatever reason, concerns cannot be reported to the DSL or deputy DSL, concerns can be reported anonymously to the NSPCC, the police or the LA social services safeguarding children team.

Allegation against our staff
An allegation against our staff may relate to a person who has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We will make every effort to maintain the confidentiality of all parties while an allegation or concern is being investigated. Dealing with an allegation can be a stressful experience and, to support the staff member, a named person (usually the DSL or Deputy DSL) to liaise with will be offered. The timeframes for an investigation will follow the guidelines of other involved authorities.

We reserve the right to suspend a staff member until the investigation is concluded. Further action will be determined by the outcome of the investigation.

Founded allegations are considered gross misconduct, in accordance with our disciplinary procedures, and may result in the termination of employment. DBS will be informed to ensure their records are updated and Ofsted will be informed. We retain the right to dismiss any member of staff in connection with founded allegations following an inquiry.

All safeguarding records are kept until the person reaches normal retirement age or for 22 years, if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids unnecessary reinvestigation.
Unfounded allegations will result in all rights being reinstated. A return to work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the staff member and the nature of the incident such as more frequent supervisions, coaching and mentoring or external support services.

If the member of staff resigns during the investigation, we will inform DBS, Ofsted and the police, where appropriate.

Support for staff during safeguarding incidents
The DSL will support staff throughout any of the processes listed above and will organise appropriate counselling should this be required.
Any member of staff who has concerns about the content of this policy and its procedures, should speak to the DSL as soon as possible. If any member of staff wishes to talk confidentially about any safeguarding concern or any other issue relating to child protection or personal circumstance, it is important to do this as soon as possible.

Reporting procedure
We will always act on behalf of the child and will do everything possible to ensure the safety and welfare of any child and so will take all allegations of potential abuse seriously. All concerns reported to staff will be pursued, regardless of the nature of the concern and to whom the allegation relates.

All staff have a responsibility to report safeguarding and child protection concerns and suspicions of abuse. These concerns will be discussed with the DSL as soon as possible, as follows:

	Staff member role on receiving information that causes a safeguarding concern	**DSL role** on receiving information that causes a safeguarding concern
Step 1	• Contact the DSL immediately. This must be a verbal conversation to ensure the concern is clearly understood and action is taken • If the DSL is unavailable, contact the Deputy DSL, LSP, NSPCC, social services or police until you are able to have a verbal conversation • For children who arrive at nursery with an existing injury, an 'incident outside nursery' form will be completed. If there are queries or concerns regarding the injury or information given, follow these procedures	• If it is believed a child is in immediate danger, contact the police
Step 2	• Write an objective report including: – Child's name and address – Age and date of birth – Date, time and location of the observation or disclosure – Exact words spoken by the child (as close to word-for-word as possible) and non-verbal communication	• Sign and date report received from staff member • Securely store the information according to the nursery procedures • If the safeguarding concern relates to a child, contact the Local Authority children's social care team, report concerns and seek

	– Outline of the concern – Exact position and type of any injuries or marks seen – Exact observation of any incident or concern reported and the names of any other person present at the time – Any known confidentiality issues – Signature and date of person making the report and the DSL or other nominated individual receiving the report	advice immediately, or as soon as it is practical to do so • If the safeguarding concern relates to an allegation against an adult working or volunteering with children, contact the Local Authority Designated Officer (LADO) and request a confirmation email of the report, then report the concern to Ofsted • A full investigation into any allegation will be carried out by the appropriate professionals to determine how this will be handled • Note any actions requested by LADO / Ofsted and follow any instructions received
Step 3	• If you feel the report is not being taken seriously or are worried about an allegation getting back to the person in question, then it is your duty to inform the Local Authority children's social care team yourself directly • Follow all instructions from the Local Authority children's social care team and/or Ofsted, co-operating where required	• If appropriate, discuss the concerns or incidents with parent(s), unless it is believed that this would place the child at greater risk of harm • Record all discussions (remember parents will have access to these records on request in line with GDPR and data protection guidelines) • Follow all instructions from the Local Authority children's social care team and/or Ofsted, co-operating where required • Record information and actions taken
Step 4		• If the DSL is not the owner/Setting Lead and there is an allegation against a member of staff, then the owner/Setting Lead must be informed as they have a duty of care for their employees
Step 5		• If the Local Authority children's social care team have not been in contact within the timeframe set out in Working Together to Safeguard Children, it must be followed up

		• Never assume that action has been taken
Step 6	• Safeguarding procedures will be reviewed to ensure the process has been applied in line with the policy	

If a concern is raised anonymously and we have no contact details, we will treat the concern as valid and follow the procedures as above. If a malicious call is suspected, the procedures will still be followed: a child may be in danger. The Information Commissioners Office (ICO) will be contacted to ensure permitted data sharing.

PART 4: Recruitment, selection, induction and training

Recruitment and selection

Through the implementation of our Safer recruitment of staff policy, we endeavour to prevent unsuitable people from becoming members of staff. Procedures include relevant checks, such as requesting references, establishing the identity of applicant and conducting criminal records disclosures. Where required, staff and stakeholders have enhanced DBS checks. Clear person specification criteria and processes during the recruitment and selection process enable us to determine a candidate's suitability for the role.

We have specific responsibilities, as outlined in this policy, for any staff, apprentices, students and learners under the age of 18 whether living with their families, in state care, or living independently.

Induction and probation for staff

As part of our induction process, all new workers will receive basic training on this Safeguarding children and child protection policy so they have the necessary knowledge and skills to safeguard and promote the welfare of children.

Within the first week of induction, all staff will receive a copy of this policy. It is the line Setting Lead's responsibility to ensure that the new staff member understands it and is able to follow it. All safeguarding training must be completed by the end of the probationary period.

All staff are expected to keep their safeguarding knowledge and skills up-to-date and report any concerns they may have. We maintain records to ensure all staff have received the training they need.

Learners on placements or in employment

We hold responsibility for ensuring that learners on placement or in employment are familiar with and sign up to this policy and agree to work within this framework. Learners will receive basic child protection training prior to starting their placement.
Learners and students under the age of 18 will be protected as children. Risk assessments will be completed to ensure their safety and well-being are protected and supported during their employment or training period. If situations arise during employment or placement which

identifies those aged 18 or under are at risk from abuse or neglect, we will contact the appropriate bodies to ensure the individual is safeguarded.

Responding to and recording disclosures

Staff, volunteers or students may receive a safeguarding disclosure. See the guidance below for responding to and reporting disclosures of abuse.

Responding to a child's disclosure of abuse - what to do and say

- Stay calm and listen carefully
- Try not to look shocked and reassure them that this is not their fault
- Find an appropriate opportunity to say that the information will need to be shared and do not promise to keep the information shared a secret
- Allow the child to continue at their own pace
- Only ask questions for clarification and avoid asking any questions that may suggest a particular answer
- Reassure the child that they have done the right thing, let them know what you will do next and with whom the information will be shared
- Record the disclosure in writing using the child's own words as soon as possible, but not while the child is talking
- Includes the date and time, any names mentioned and to whom the information was given
- Sign and date the record, store it securely and refer the disclosure to the setting DSL and/or Setting Lead.

Recording a case of disclosure or suspicions of abuse in the community

If you observe a concern or receive a disclosure, make an objective record. Where possible include:

- Child's name and address
- Age of the child and date of birth
- Setting name and address
- Date and time of the observation or disclosure
- Details of the concern using factual information, including the exact words, if relevant
- Accurate details of the observation, including actions of the child or adult involved
- Accurate details of an injury or wound seen, including position and size
- The names of any other person present at the time
- Name of the person completing the report
- Name of the person to whom the concern was shared, with date and time.

Discuss the record with the setting DSL or Setting Lead and follow the procedures. We expect all members of staff and stakeholders to co-operate with relevant agencies to ensure the safety of children.

Legal framework

We adhere to all current legislation, as below:

Children and Social Work Act 2017 Criminal Justice and Court Services Act 2000 Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015) Freedom of Information Act 2012 Safeguarding Vulnerable Groups Act 2006 The Childcare Act 2006 The Children Act 2004 The Children Act (England and Wales) 1989 The Counter-Terrorism and Security Act 2015 The Data Protection Acts 1984, 1998 and 2018 The Domestic Abuse Act 2021 The Equality Act 2010 The Human Rights Act 1998 The Police Act 1997 The Sexual Offences Act 2003 Keeping Children Safe in Education Working together to safeguard children

Relevant non-statutory guidance:

Child sexual exploitation, DfE 2017 Information sharing, DfE 2024 What to do if you're worried a child is being abused, DfE 2015

Useful contacts

Setting	
Director	Kila Patel 07879882027
DSL	Miss Ailish Farren
Deputy DSL	Samantha Parkin & Sarah Neave
Local Authority Designated Officer (LADO)	Natalie Cernuda asv@ealing.gov.uk 07890940241
Local Authority Safeguarding Children Partnership	London Borough of Ealing
Ofsted (England)	0300 123 1231

Police and related contacts	
Emergency police	999
Non-emergency police	101
Child exploitation and online protection (CEOP)	Online contact only
DfE counter-extremism helpline	020 7340 7264

Other useful contacts	
Anti-terrorist hotline	0800 789 321
NSPCC Child Protection Helpline	0808 800 5000
Childline	0800 1111
Kidscape	020 7823 5430
National Domestic Abuse helpline	0808 2000 247
Modern slavery helpline	08000 121 700
Crimestoppers	0800 555 111
Internet Watch Foundation (IWF)	01223 20 30 30
Information Commissioners Office (ICO)	0303 123 1113

This policy was adopted on	Signed on behalf of the nursery	Date for review
		3rd Feb 25

Children's Corner Day Nursery

Looked After Children Policy

At **CCDN** we are committed to providing a welcoming and inclusive quality environment for all children and families.

Definition and legal framework
The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC. Looked after children can also be referred to as 'children in care', a term which many children and young people prefer.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act (2006)
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014)
- Children and Social Work Act (2017).

Our policy
Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for, where appropriate. Practitioners are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's

learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

The designated person for 'looked after children' is **Mrs K Patel**

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker, virtual schools head or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary the designated person will develop a care plan with the child's carers and any relevant professionals. This will include:

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

In addition, the care plan may also consider:

- How information will be shared with the carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals 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 in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from nursery and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in this planning
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged two to five in partnership with the social worker and/or care Setting Lead and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after children' person **Mrs K Patel** will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of artwork and mark making will be passed on to the carer at this stage.

Key contact details:

Organisation	Contact Number
Local authority	0208 825 5000
Children's social care team	0208 825 8000
Ealing Children Integrated Response Service (ECIRS)	ECIRS@ealing.gov.uk 0208 825 8000

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare.

A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation etc. for more than 28 days and where the care is intended to continue by someone other than:

- The parents
- A person who is not a parent but has parental responsibility
- A close relative
- The local authority.

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		17th Feb 2025

Children's Corner Day Nursery

Low-Level Concerns Policy

Introduction
At **CCDN** we are committed to safeguarding children and promoting their welfare at all times.

This policy applies to all concerns (including allegations) about members of staff, including students, volunteers and agency staff. We ensure that all those working with children behave appropriately and the early identification and prompt and appropriate management of concerns about adults is critical to effective safeguarding. This section is based on concerns that do not meet the harm threshold, as defined in Keeping Children Safe in Education.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the nursery
- Pre-employment vetting checks.

Definition of 'low-level' concerns
The term 'low-level' concern is any concern – no matter how small – that an adult working in, or on behalf of, the nursery may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of nursery
- Does not meet the harm threshold or is otherwise not considered serious enough to consider a referral to the local authority designated officer (LADO).

The behaviour of the staff, student or volunteer may not relate directly to a particular child or children but may raise an issue or issues of concern with respect to safeguarding a child/children. This may potentially call into question the adult's suitability to work with children.

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language
- Inadvertent or thoughtless behaviour
- Behaviour that might be considered inappropriate depending on the circumstances
- Behaviour which is intended to enable abuse.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We create this culture by:

- Ensuring all staff are clear about what appropriate behaviour is, and are confident in differentiating expected and appropriate behaviour from concerning, challenging or inappropriate behaviour, in themselves and other adults
- Having clear policies and procedures
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to reflect on and identify any weakness in the nursery safeguarding procedure.

A low-level concern about a member of staff should be reported to the Designated Safeguarding Lead (DSL) and the Setting Lead following the nursery Safeguarding children and child protection procedures. Staff should use the nursery Low-Level Concerns Reporting Form (below).

Responding to low-level concerns

- If the concern is raised via a third party, the DSL will collect evidence where necessary by speaking directly to the staff who raised the concern, unless it has been raised anonymously, regardless of whether a written summary or low-level concerns form has been provided
- If the staff member who raises the concern does not wish to be named, then the nursery should respect that person's wishes as far as possible. However, there may be circumstances where the staff member who raises the concern will need to be named (for example, where it is necessary in order to carry out a fair disciplinary process) and, for this reason, anonymity should never be promised to members of staff who share low-level concerns. Where possible, we will to encourage staff to consent to be named, as this will help to create a culture of openness and transparency
- The DSL/Setting Lead will speak to any potential witnesses, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted
- The DSL/Setting Lead will speak to the staff member about whom the low-level concern has been raised, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted
- The DSL/Setting Lead will use the information collected to categorise the type of behaviour and determine any further action, in line with our staff Code of conduct
- Allegations that meet the harm threshold will be referred to the LADO for advice

- Low-level concerns that the nursery feel may need further guidance on will be referred to the LADO for advice
- Low-level concerns that the nursery feel we can deal with internally will be dealt with via the nursery Safeguarding children and child protection procedures and/or Disciplinary procedures
- Where a low-level concern relates to agency staff, we will notify the agency, so any potential patterns of inappropriate behaviour can be identified.

Record keeping
All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern was raised, any action taken and the reasons for decisions and action taken.

Records will be:

- Reviewed so that potential patterns of concerning, difficult or inappropriate behaviour can be identified
- Retained at least until the volunteer, student or staff leaves employment at the nursery
- Kept confidentially, held securely and comply with Data Protection Act 2018 (DPA 2018) and UK GDPR procedure.

Reviewing low-level concerns
When reviewing records of low-level concerns, patterns of concerning, challenging or inappropriate behaviour may be identified. When this occurs, the DSL will decide on a course of action, which may include:

- Disciplinary investigation and/or proceedings
- Management advice, including recommendations for training
- Referral to the LADO (where a pattern of behaviour moves from a concern to meeting the harm threshold).

Pre-employment references
We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority (LADO) and is found to be substantiated

and/or

- The concern (or group of concerns) relates to issues which would be included in a reference, such as misconduct or poor performance.

"C:\Users\kilap\OneDrive\CHILDREN'S CORNER DAY NURSERY FILES\SAFEGUARDING FOLDER\Concern Log\Low-Level Concern Form Template.docx"

This policy was adopted on	Signed on behalf of the nursery	Date for review
		17th Feb 2025

Children's Corner Day Nursery

Low-Level Concern Form

Please use this form to share any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult may have acted in a way that:

- Is inconsistent with the staff Code of conduct, including inappropriate conduct outside of nursery, and
- Does not meet the allegation threshold, or is otherwise not serious enough to merit a referral to the LADO.

Provide a concise record including:

- Brief details in which the low-level concern arose
- Details which are chronological and precise.

Use a separate sheet if necessary.

Sign and date the form and return to the DSL/Setting Lead.

Date	Details of concern

Name of staff member	Role
Date	**Signed**

Received by	
Date	
Action taken	

Children's Corner Day Nursery

Online Safety Policy

This policy should be read in conjunction with the Data protection and confidentiality policy, Acceptable internet use policy and General Data Protection Regulation (GDPR) privacy notice.

Our nursery is aware of the growth of the internet and technology and the advantages this can bring to everyday life. However, it is also aware of the dangers it can pose and we strive to support children, staff and families to use the internet safely.

We refer to *'Safeguarding children and protecting professionals in early years settings: online safety considerations'* to support this policy.

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to **Ms Ailish Farren.**

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation with technology often providing the platform that facilitates harm.

The breadth of issues included within online safety is considerable, but can be categorised into three areas of risk:

1. ***Content:*** *being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views*
2. ***Contact:*** *being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults, and*
3. ***Conduct:*** *personal online behaviour that increases the likelihood of, or causes, harm; for example making, Learning Differences and Disability ing and receiving explicit images, or online bullying.*

Within the nursery we aim to keep children, staff and parents safe online. Our safety measures include:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops, tablets and any mobile devices
- Ensuring all devices are password protected and have screen locks. Practitioners are reminded to use complex strong passwords, keep them safe and secure, change them regularly and not to write them down
- Monitoring all internet usage across the setting
- Providing secure storage of all nursery devices at the end of each day
- Ensuring no social media or messaging apps are installed on nursery devices
- Reviewing all apps or games downloaded onto devices ensuring they are age and content appropriate
- Using only nursery devices to record and/or photograph children in the setting
- Ensuring that staff do not to use personal electronic devices with imaging and sharing capabilities, including mobile phones, smart watches and cameras

- Never emailing personal or financial information
- Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
- Teaching children how to stay safe online and report any concerns they have
- Ensuring children are supervised when using internet connected devices
- Using tracking software to monitor suitability of internet usage (for older children)
- Not permitting staff or visitors private access to the nursery Wi-Fi
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not; comparing people in real life situations to online 'friends'
- When using online video chat, such as Zoom, Teams, Skype, FaceTime etc. (where applicable) discussing with the children what they would do if someone they did not know tried to contact them
- Providing training for staff, at least annually, in online safety and understanding how to keep children safe online. We encourage staff and families to complete a free online safety briefing, which can be found at https://moodle.ndna.org.uk/
- Staff modelling safe practice when using technology with children and ensuring all staff abide by an acceptable use policy such as instructing staff to use the nursery IT equipment for matters relating to the children and their education and care only. No personal use will be tolerated (see Acceptable internet use policy)
- Monitoring children's screen time to ensure they remain safe online and have access to material that promotes their development. We ensure that their screen time is within an acceptable level and is integrated within their programme of learning
- Making sure the physical safety of users is considered, including the posture of staff and children when using devices
- Being aware of the need to manage our digital reputation, including the appropriateness of information and content that is posted online, both professionally and personally. This is continually monitored by the setting's management
- Staff must not friend or communicate with parents on personal devices or social media accounts
- Ensuring all electronic communications between staff and parents is professional and takes place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents
- Signposting parents to appropriate sources of support regarding online safety at home.

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

The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral
- All concerns are logged, assessed and actioned in accordance with the nursery's safeguarding procedures
- Parents are supported to develop their knowledge of online safety issues concerning their children via **https://www.parentkind.org.uk/online-safety-toolkit**

- Parents are offered support to help them talk about online safety with their children using appropriate resources
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern
- Staff have access to information and guidance for supporting online safety, both personally and professionally
- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material.

Cyber security

Good cyber security means protecting the personal or sensitive information we hold on children and their families in line with the Data Protection Act. We are aware that cyber criminals will target any type of business including childcare and ensure all staff are aware of the value of the information we hold in terms of criminal activity, e.g. scam emails. All staff are reminded to follow all the procedures above including backing up sensitive data, using strong passwords and protecting devices to ensure we are cyber secure.

To prevent any attempts of a data breach (which is when information held by a business is stolen or accessed without authorisation) that could cause temporary shutdown of our setting and reputational damage with the families we engage with, we inform staff not to open any suspicious messages such as official-sounding messages about 'resetting passwords', 'receiving compensation', 'scanning devices' or 'missed deliveries'.

Staff are asked to report these to the Setting Lead as soon as possible and these will be reported through the National Cyber Security Centre (NCSC) Suspicious email reporting service at report@phishing.gov.uk

This policy was adopted on	Signed on behalf of the nursery	Date for review
		17th Feb 2025

Children's Corner Day Nursery

Respectful Intimate Care Policy

At **CCDN** we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. Children need to feel safe, secure and happy so we expect nursery staff to be responsive to children's needs, whilst maintaining professionalism. We accept that children need to be cuddled, encouraged, held and offered physical reassurance, and ensure intimate care routines are undertaken in a safe, respectful and child-centred way.

Intimate care routines may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required. In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis and, wherever possible, by the child's key person. First aid treatment will be carried out by a qualified paediatric first aider.

Providing intimate care involves working with children when they are particularly vulnerable, which can provide heightened opportunities for abuse. Therefore, to promote good practice and minimise the risk of allegations we have the following guidelines to ensure staff are fully supported and able to perform their duties safely and confidently.

Management

- Promote consistent and caring relationships through the key person system in the nursery and ensure all parents understand how this works
- Ensure all staff undertaking intimate care routines have suitable enhanced DBS checks
- Conduct thorough inductions for all new staff to ensure they are fully aware of all nursery procedures and arrange specialist training where required, i.e. paediatric first aid training, specialist medical support
- Follow up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Ensure all staff have an up-to-date understanding of the Safeguarding children and child protection policy, including how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise concerns
- Operate a Whistleblowing policy to help staff raise any concerns about their peers or Setting Leads and help staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- Conduct working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff including intimate care routines
- Conduct regular risk assessments on all aspects of the nursery operation, including intimate care, and review the safeguards in place. The nursery assesses all the risks relating to intimate care routines and uses appropriate safeguards to ensure the safety of all involved.

Babies' nappy changing

Before starting a nappy make sure you are prepared with all the equipment you need. Nappy, wipes and cream that are accessible to you.

Turn on the lamp shelf so we have better lighting to check for any bruising and to be able to clean them better

Close the curtain of the main door so nobody can see into the room maintaining the child's privacy.

PPE is to be used at every change and worn before going to get the child.

Go up to the child getting down to their level and using the maketon sign for nappy. Telling them it's time for a nappy change. Children that can walk should be encouraged to walk to the changing table. Non walking children should be told what is happening before being pick up.

When changing a child take of their bottom layer of clothing (so can observe for any bruising or injuries).

When cleaning the child use the wipe front to back make sure we are cleaning all over the child checking within the creases. Roll the child onto their side to check that the back of the child is clean.

While changing remembering to always let the child know what we are doing before doing it.

If using the disposable aprons this needs discarding after every child. If using a reusable apron this is to be taken off and wiped down after each child. The mat needs to be antibac following the guidelines on the bottle.

Tots and preschool nappy changing

Before starting a nappy make sure you are prepared with all the equipment you need. Nappy, wipes and cream that are accessible to you.

Turn on the main light so we have better lighting to check for any bruising and to be able to clean them better.

PPE is to be used at every change and worn before going to get the child.

Go up to the child getting down to their level and using the maketon sign for nappy. Telling them it's time for a nappy change. Children should be encouraged to walk to the changing table and use the steps Infront of the changing table.

The child should be placed head towards the wall side and practitioner standing with back to the door so that child has some privacy.

If the child is heavy or too large for nappy changing. Place the mat on the floor make sure they have privacy.

When changing a child take of their bottom layer of clothing (so can observe for any bruising or injuries).

When cleaning the child use the wipe front to back make sure we are cleaning all over the child checking within the creases. Roll the child onto their side to check that the back of the child is clean.

While changing remembering to always let the child know what we are doing before doing it.

If using the disposable aprons this needs discarding after every child. If using a reusable apron this is to be taken off and wiped down after each child. The mat needs to be antibac following the guidelines on the bottle.

Toilet training stage and toileting

- Children should be asked regularly if they need the toilet as well as being taken several times throughout the nursery day
- When taken into the bathroom ask the child if they would like to sit on the potty, the toilet or use the support seat, encourage independence.
- Encourage children to independently pull down their trousers and pants (if a child needs support ask the child, would you like some help and wait for a response). Support where needed.
- Allow the children to use the stool to safely get on the toilet if needed
- Whilst children are being taken to the toilet observe for any bruising or injuries to a child's lower body.
- Ensure the cubicle door is closed and step back giving children privacy but still reassure them that you are close by should they need any support
- Once a child has finished encourage children to wipe themselves and if a child has done a poo then a member of the team is to support with cleaning. Gloves are available in the toilets should a practitioner wish to use them.
- Once a child is finished we will give praise and encourage children to pull up their clothes independently supporting children should they need any help, practitioners should give commentary throughout (example, look how well you are pulling up your trousers).
- Children will be encouraged to wash their hands, practitioners will demonstrate appropriate handwashing and will sing our handwashing song. (This is the way we

wash our hands, wash our hands, wash our hands this is way we wash our hands on a Monday morning).

- After this children will be encouraged to dry their hands and dispose of the paper towel in the white bin located in the toilet area.
- Should a child need additional support then an individualised support plan will be put in place and reviewed regularly.

Appropriate hand holding Procedure (Body autonomy)





Body autonomy is a fundamental right that empowers children to understand and govern what happens to their bodies. It is essential for their self-awareness, personal boundaries, and healthy relationships. Early years educators play a crucial role in fostering body autonomy by providing opportunities for children to express their preferences, set boundaries, and communicate their feelings

- Always invite children to hold your hand or finger and say "would you like to hold my hand or finger?"
- NEVER hold them by their wrist and pull them along
- NEVER grab children from the back
- NEVER wipe their faces or their nose from the back
- NEVER sniff a child's nappy from the back or pull their nappy to check if they have solid themselves
- Always say to the child what you are going to do i.e. "…. Am going to wipe your nose, is that OK?" always ask permission and wait for a response. If older child, encourage them to wipe their faces, hands and noses. Then assist them if you need to finish it off and tell them what and why.
- Picking children up should be limited, they should be encouraged to walk where possible.
- If you are going cuddle a child, ask consent before cuddling children.

You will be encouraged the first time to remind you about the policy, as it could be accidental and thereafter, if similar practice is being applied then it could led to Disciplinary.

Environment

- Leave the doors open when changing children's nappies, soiled or wet clothing, or other intimate routines, whilst maintaining their dignity
- Ensure children are afforded privacy and dignity during intimate care routines, whilst balancing this with the need to safeguard children and staff.

Parents

- Work closely with parents on all aspects of the child's care and education as laid out in the Parents as partners policy. This is essential for intimate care routines which require specialist training or support
- If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs.

Relationships

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the Setting Lead to ensure that children are appropriately comforted and to monitor practice
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to say they love a staff member, and we advise staff to report any such observed practice
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks.

If a parent or member of staff has concerns or questions about intimate care procedures or individual routines, practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the Setting Lead at the earliest opportunity.

Management will challenge inappropriate behaviour in line with the Supervisions policy, Disciplinary procedure or Whistleblowing policy.

If the concern relates to the Setting Lead and/or nursery owner then parents should contact Ofsted enquiries@ofsted.gov.uk or the Ealing safeguarding Children's partner (ESCP) https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/contact.page

This policy was adopted on	Signed on behalf of the nursery	Date for review
17th Feb 2025		*16th March 2026*

Children's Corner Day Nursery

Whistleblowing Policy

EYFS: 3.4 – 3.18 and 3.22

Whistleblowing is the term used when a worker passes on information concerning wrongdoing.

At **Children's Corner Day Nursery,** we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective.

We recognise that there may be occasions where this may not happen, and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with their line Setting Lead at the earliest opportunity to enable any problems to be resolved as soon as they arise.

Legal framework
The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures. On 25 June 2013, there were some legal changes to what constitutes a qualifying disclosure.

A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that any of the following is being, has been, or is likely to be, committed:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety.
- An act causing damage to the environment.
- A breach of any other legal obligation or concealment of any of the above
- Any other unethical conduct
- An act that may be deemed as radicalised or a threat to national security is being, has been, or is likely to be, committed.

Qualifying disclosures made before 25 June 2013 must have been made 'in good faith' but when disclosed, did not necessarily have to have been made 'in the public interest.'

Disclosures made after 25 June 2013 do not have to be made 'in good faith'; but, they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true.
- You must not act maliciously or make false allegations.

- You must not seek any personal gain.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

Disclosure of information

If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is, or may be, or is likely to be, in risk of danger and/or one or more of the following may be happening, you MUST use the nursery's disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g., EYFS, Equalities Act 2010)
- That a miscarriage of justice has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be endangered
- That the environment, has been, is being, or is likely to be damaged
- That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

Disclosure procedure

- If this information relates to child protection and safeguarding then the nursery child protection and safeguarding children policy should be followed, with particular reference to the staff and volunteering section
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your Setting Lead so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your Setting Lead (i.e., because it relates to your Setting Lead) you should speak to **Setting Director, Mrs Kokila Patel.**
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the nursery Setting Lead.
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistleblowing issue (e.g., failing to react appropriately by not acting in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal

- We make all of our staff aware where to locate the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues or concerns observed.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		3rd Feb 25

Children's Corner Day Nursery

Mobile Phone and Electronic Device Use Policy

EYFS: 3.1 – 3.8

This policy refers to all electronic devices able to take pictures, record videos, Learning Differences and Disability or receive Manacalls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically capable of connecting us to the outside world. We will adapt the policy to include all devices we deem necessary to safeguard children.

Re Smart and/or fitness watches: It is recommended that you amend this policy at your discretion depending on what the device is capable of doing, e.g. ones that receive calls and messages are prohibited but ones that only have a capacity to count steps are allowed.

Mobile phones and other devices that accept calls, messages, and video calling
At **Children's Corner Day Nursery,** we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches and/or fitness watches during working hours.

We use mobile phones supplied by the nursery only to provide a means of contact in certain circumstances, such as outings.

This policy should be used in conjunction with our online safety and acceptable IT use policies, to ensure children are kept safe when using the nursery devices online.

Staff must adhere to the following:

- Mobile phones/smartwatches/fitness watches are either turned off and not accessed during your working hours.
- Mobile phones/smartwatches/fitness watches can only be used on a designated break and then this must be away from the children.
- Mobile phones/smartwatches/fitness watches must be stored safely in lockable cabinet for mobile phones at all times during the working hours of your working day
- No personal device is allowed to be connected to the nursery Wi-Fi at any time
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media or messaging apps on them, except those used by management for nursery purposes only
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age and content appropriate apps are accessible to staff, or children using them.
- Passwords/passcodes for nursery devices must not be shared or written down, and will be changed regularly.
- During outings, staff must only use mobile phones belonging to the nursery.
- Only nursery owned devices will be used to take photographs or film videos

- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use.
- Disclaimer for staff using their own tablets i.e., password protect photos and getting into passcode.

Parent/carer use of mobile phones and smartwatches
Parents/carers are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children. We will ask any parents/carers using their phone inside the nursery premises to finish the call or take the call outside. We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

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

Visitors' use of mobile phones and smartwatches

Visitors' use of mobile phones or other personal devices with imaging and sharing capabilities
Visitors are not permitted to use their mobile phones or other personal devices with imaging and sharing capabilities, e.g. smart glasses whilst at nursery and are asked to leave them in a safe secure place, such as the nursery office, for the duration of their visit.

Photographs and videos
At **Children's Corner Day Nursery,** we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only done with prior written permission from each child's parent/carer and only share photos with parents in a secure manner. We will obtain this permission when each child is registered and update it on a regular basis to ensure that this permission is still valid.

We ask for individual permissions for photographs and video recordings for a range of purposes including use in the child's learning journey; for display purposes; for promotion materials including our nursery website, brochure and the local press; and the different social media platforms we use. We ensure that parents/carers understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey. Photographs and videos will not be taken in areas where intimate care routines are carried out.

If a parent/carer is not satisfied about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning.

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g., cameras, mobiles, tablets, or smartwatches and may only use those provided by the nursery. The nursery Setting Lead will monitor all photographs and recordings to ensure that the parents' wishes are met, and children are safeguarded.

Photographs or videos recorded on nursery mobile devices will be transferred to the correct storage device to ensure no images are left on these mobile devices.

Parents/carers and children are not permitted to use any recording device or camera (including those on mobile phones or smartwatches) on the nursery premises without the prior consent of the Setting Lead.

During special events, e.g., Christmas or leaving parties, staff may produce group photographs to distribute to parents/carers on request. In this case we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events such as Christmas parties are not posted on any social media websites or other platforms areas without permission from the parents/carers of all the children included in the picture.

Applicable for settings using Online Learning Journals only.
At **Children's Corner Day Nursery,** we use tablets in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites on to these devices.

We carry out routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind staff of the whistleblowing policy if they observe breaching staff not following these safeguarding procedures.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		3rd Feb 25

Children's Corner Day Nursery

Social Networking Policy

EYFS: 3.1-3.8

Social media is a large part of the world we live in and as such at **Children's Corner Day Nursery** we need to make sure we protect our children by having procedures in place to ensure the safe use.

We use CLOSED Facebook page for parents and staff to share posts/pictures and video of the experiences / activities the children have accessed at nursery, as well as to post updates/reminders and links to best practice.

In order to safeguard children, we ensure:

- We have prior written permission in place from parents/carers before posting any images of children.
- Only the designated person or management can post on our social media pages, i.e., designated person (who hold admin status) management can post on the page
- We have a closed Facebook page which only parents/carers and others who have been invited to join the group can view and comment on the posts
- We have separate permission to use any images for any open public pages that we use for marketing purposes
- We monitor comments on all posts and address any concerns immediately.
- Ex- parents and staff on our CLOSED Facebook page will be removed after 2 weeks of departure

Staff use of social media

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

- When using social networking sites such as Facebook, TikTok or Instagram we ask staff:
    - Not to name the setting they work at
    - Not to make comments relating to their work or post pictures in work uniform
    - Not to Learning Differences and Disability private messages to any parents/family members
    - Direct any parent questions relating to work via social networking sites, to the Setting Lead.
    - Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e., foul language)
    - Report any concerning comments or questions from parents to the Setting Lead or designated safeguarding lead
    - Follow the staff behaviour policy.
    - Not post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way

- To follow this in conjunction with the whistle blowing policy.

- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

**Nursery settings are advised at their discretion to decide if staff and parents/carers can connect on social media and should update the procedures based on this decision.*

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

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

We ask parents **not to:**
- Learning Differences and Disability friend requests to any member of nursery staff*
- Screen shot or share any posts or pictures from the nursery on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the nursery with other children in them (e.g., Christmas concert photographs or photographs from an activity at nursery).

We ask parents to:
- Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the Parents as partners policy, complaints procedures and grievance policy).

This policy was adopted on	Signed on behalf of the nursery	Date for review
		3rd Feb 25

Children's Corner Day Nursery

Acceptable Internet Use Policy

Legislation

- Data Protection Act 2018
- General Data Protection Regulation (Regulation (EU) 2016/679).

Related policies

- Whistleblowing
- Social networking
- Safeguarding children and child protection
- Online safety.

This policy describes the rights and responsibilities of staff using resources such as computers, tablets, the internet, landline and mobile telephones, and other electronic equipment. It explains the procedures you are expected to follow and makes clear what is considered acceptable behaviour when using them. These devices are a vital part of our business and should be used in accordance with our policies in order to protect children, staff and families.

Security and passwords

All electronic devices will be password protected and passwords will be updated on a regular basis. Passwords for our systems are confidential and must be kept as such. You must not share any passwords with any other person; in particular you must not allow any other staff member to know or use your password.

Email

We expect all staff to use their common sense and good business practice when using email. As email is not a totally secure system of communication and can be intercepted by third parties, external email should not normally be used in relation to confidential transactions. Emails must not be used to Learning Differences and Disability abusive, offensive, sexist, racist, disability-biased, sexual orientation based or defamatory material, including jokes, pictures or comments which are potentially offensive. Such use may constitute harassment and/or discrimination and may lead to disciplinary action up to and including summary dismissal. If you receive unwanted messages of this nature, you should bring this to the attention of your Setting Lead.

Internet access

You must not use the internet facilities to visit, bookmark, download material from or upload material to inappropriate, obscene, pornographic or otherwise offensive websites. Such use constitutes misconduct and will lead to disciplinary action up to and including summary dismissal in serious cases.

Each employee has a responsibility to report any misuse of the internet or email. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

Personal use of the internet, email, and telephones
Any use of our electronic communication systems (including email, internet and telephones) for purposes other than the duty of your employment is not permitted.

Emergency personal calls need to be authorised by the Setting Lead and, where possible, be made on your own personal mobile phone outside the nursery.
Disciplinary action will be taken where:

- The privilege of using our equipment is abused, or
- Unauthorised time is spent on personal communications during working hours.

Data protection
When using any of our systems employees must adhere to the requirements of the General Data Protection Regulation 2018 (GDPR). For more information see our Data protection and confidentiality policy.

Downloading or installing software
Employees may not install any software that has not been cleared for use by the Setting Lead onto our computers or systems. Such action may lead to disciplinary action up to and including summary dismissal in serious cases.

Using removable devices
Before using any removable storage, media which has been used on hardware not owned by us (e.g. USB pen drive, CDROM etc.) the contents of the storage device must be virus checked.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		17th Feb 2025

Children's Corner Day Nursery

Monitoring Staff Behaviour Policy

EYFS: 3.1 – 3.19

At **Children's Corner Day Nursery,** we take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed, and supported to ensure all children are safeguarded throughout their time here.

Expected staff behaviour.

Within our nursery we expect our staff to:

- Put our children first, their safety, welfare and ongoing development is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the Statutory Framework for the EYFS and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development.
- React appropriately to any safeguarding concerns quickly and concisely in accordance to the nursery / Local authority procedures and training received
- Not share any confidential information relating to the children, nursery or families using the nursery
- Maintain the public image of the nursery and do nothing that will put the setting into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional.
- Adhere to the Mobile Phone and Other Electronic Device policy and Social Networking policy

- Report to management immediately any changes in their personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, any social service involvement with their own children.

Monitoring staff behaviour

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we observe interactions between staff and children
- Have regular supervisions with all staff in which ongoing suitability is monitored and recorded
- Have a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues

- Operate staff suitability forms and clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safeguarding policy.

Some behaviours that may cause concern and will be investigated further include:

- Change in moods
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- Changes in the way they act towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

Procedures to be followed:
If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately, we are here to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then the safeguarding/child protection procedure will be followed as in the case of allegations against a team member and the Local Authority Designated officer (LADO) will be called.

All conversations, observations and notes on the staff member will be logged and kept confidential.

This policy was adopted on	Signed on behalf of the nursery	Date for review
23rd Nov 22		*17th Feb 25*

Children's Corner Day Nursery

Lone Working Policy

EYFS: 3.1 – 3.8, 3.20-3.44

**It is recommended you check your insurance cover if you operate lone working.*

At **Children's Corner Day Nursery,** we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area
- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area that may have had an accident
- Individual duties of team members e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours

We always ensure that our staff: child ratios are maintained.

On the rare occasions that lone working within a room does take place we ensure that a specific risk assessment is completed prior to this taking place, including:

- how staff can manage with a variety of tasks such as talking to parents and supervising children safely
- That ach member of staff required to work alone has the required qualification/training and/or skills for the role, e.g., holds a level 3 qualification, paediatric first aid, safeguarding and child protection training and basic food hygiene
- That staff members working alone are competent in their role
- That the staff member can call on others in an emergency, including evacuation or lock down procedures
- There are procedures in place to check in on the staff member and cover for breaks
- The member of staff and children are always safeguarded (relating to safeguarding/child protection policies)
- Ratios are always maintained.

Public liability insurance for lone working will be sought where applicable.

Staff members responsibilities when left in the building alone:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they always have access to a telephone in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g., fire evacuation or lock down
- To ensure that the employee has the ability to contact them or a member of the team event if their lone working is outside normal office hours (i.e., access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- To ensure that employees have the ability to access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.
- Opening and closing routine: Bazil Patel (co-owner) is normally the first person in the building. First staff arriving in the building MUST text in Group Chat 'In' and person closing MUST message 'Out' in the chat. This allows everyone to know that someone as opened up and closed down and everything is safe and sound.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
23rd Nov 22		*17th Feb 25*

Children's Corner Day Nursery

Inclusion and Equality Policy

Note: Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals (Birth to 5 Matters).

Statement of intent

At **CCDN** we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families according to their individual needs. Discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation has no place within our nursery.

A commitment to implementing our Inclusion and equality policy is part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Setting Lead at the earliest opportunity.

Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, the nursery's Disciplinary procedure will be followed.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001
- Worker Protection Act 2023.

The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued

- Providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities or are deemed disadvantaged according to their individual circumstances
- Making reasonable adjustments for children with special educational needs and disabilities to remove barriers and improve access for all
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our families are listened to, children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity and training all staff about their rights and responsibilities under the inclusion and equality policy.
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see Dealing with discriminatory behaviour policy).

Note: The Act uses the term 'transexual' which covers those who are 'transgender' or 'trans'. When reviewing discrimination in the setting, seek specialist advice regarding recruitment and promotion processes, the use of toilet facilities, managing absences for transitioning employees, recording employee gender identity and chosen pronouns and correct information sharing for personal details. It is also recommended to plan how to address any questions or concerns raised by other employees or parents so that they are handled in a respectful and sensitive way.

Admissions and service provision
The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment
Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoids discrimination.

Redundancy selection will take account of the legal protections from redundancy, as described below.[1]

Shortlisting will be done by more than one person, where possible.

All members of the selection group are committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms are sent out along with a copy of the equal opportunities monitoring form. Application forms do not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies are generally advertised to a diverse section of the labour market. Advertisements avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions are posed which potentially discriminate on the grounds specified in the statement of intent. All candidates are asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates are given the opportunity to receive feedback on the reasons why they were not successful.

We may ask questions (under the Equality Act 2010) prior to offering someone employment in the following circumstances:

- To establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- To establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- To monitor diversity in the range of people applying for work
- To take positive action towards a particular group – for example offering a guaranteed interview scheme

[1] ***Protection from redundancy***
We recognise that employees on maternity leave, adoption leave and shared parental leave must be given priority over other employees in being offered any suitable alternative employment should their existing role be made redundant. While these do not prevent the employee being selected for redundancy, it ensures that they have priority under these circumstances.
Under maternity leave regulations, the protection against redundancy is from the point the employer is made aware of the pregnancy and up to 18 months after the birth of the child.
For those on adoption leave, the redundancy protection is extended to 18 months from the date of the placement of the adopted child(ren).
For employees taking less than 6 weeks shared parental leave, they are protected during their period of leave. Employees taking more than 6 continuous weeks of shared parental leave are protected for 18 months from the birth of the child or placement of the adopted child/ren.
If the pregnancy ends and the employee is not entitled to statutory maternity leave then the protected period will end two weeks after the pregnancy.

The National College for Teaching and Leadership provides further guidance specific to working with children, which we follow:

> *Providers have a responsibility to ensure that Teaching, Learning and Progress Leads have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a Teaching, Learning and Progress Leadmust be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.*
>
> *People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.*
>
> *Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.*

Staff

It is our policy not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. They are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

We foster a psychological safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking 'reasonable steps' to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties

Staff will follow the Dealing with discriminatory behaviour policy where applicable to report any discriminatory behaviours observed. Our zero-tolerance approach includes having anonymous reporting procedures and dealing with any instances which arise via our disciplinary procedures.

Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the Inclusion and equality policy. The nursery strives towards the provision of inclusion, equality and diversity training for all staff on a **bi-annually** basis.

Training includes ensuring staff understand that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. We encourage all staff members to

create a culture of zero tolerance towards discrimination and sexual harassment in our setting.

Early learning framework

We follow the Early Years Foundation Stage statutory requirements and ensure that all learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development
- Listening to children's verbal and non-verbal communication and making children feel included, valued and good about themselves
- Ensuring that we know what each child knows and "can do" and has equal access to tailored early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Knowing children well, being able to meet their needs and know when they require further support
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of all children are met and help children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

Parent information and meetings

Information about the nursery, its activities, experiences and resources are shared with parents as well as information about their child's development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.

We also consult with parents regularly about the running of the nursery and ask them to contribute their ideas.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		4th Feb 25

Children's Corner Day Nursery

Special Consideration for Employees Policy

EYFS:3.80

At **Children's Corner Day Nursery,** we recognise that employees may require special consideration during their employment.

Legal requirements
The nursery follows the legal requirements set out in 'The Management of Health and Safety at Work Regulations' (1992) and the 'Equality Act' (2010).

This policy should be read in conjunction with our Health and Safety Policy, which has regard to any employees requiring special consideration at the commencement of employment and during the course of it.

Procedure
The nursery Setting Lead:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery or when their condition or special educational needs and/or disability is obtained
- Carries out necessary risks assessments to support the employee
- Agrees with the staff member any necessary special measures such as training and supervision, arrangements, modifications, and medical surveillance
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

Special educational needs/Disabilities
If a member of staff has a special educational need and/or disability, we encourage them to tell us about their condition so that we can consider what reasonable adjustments or support may be appropriate.

Part-time and fixed-term work
Part-time and fixed-term employees are treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate) unless different treatment is objectively justified.

This policy was adopted on	Signed on behalf of the nursery	Date for review
23rd Nov 22		*17th Feb 2025*

Children's Corner Day Nursery

Special Educational Needs and Disabilities (SEND) (LEARNING DIFFERENCES AND DISABILITY) Policy

EYFS: 1.1 – 1.17, 2.1 – 2.6, 2.9-2.14, 3.1 – 3.8, 3.45-3.47, 3.53 – 3.54, 3.65, 3.68, 3.69, 3.80.

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

Special Educational Needs and Disability SEND code of practice.
The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At **Children's Corner Day Nursery** we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

Recognizing that all children have different pathways of learning and working towards removing deficit model and children being made to fit into neurotypical model. We all have differences in how we learn, process, experience and conceptualise information. We will aim to create sensory friendly environment and practice that enables all children to be able to grow and develop in their own unique approach.

A child of compulsory school age or a young person has a learning difference or disability if he or she:

- *has a significantly greater Differences in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Statement of intent
We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, and we do not attempt to categorise children.

Children's Corner Day Nursery

We are committed to working in partnership with parents* in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has unique learning needs and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment. We also recognise sometime we may not be able to meet the needs of children with different learning needs and disability and our environment may not be best fit for them. We will endeavour to support these children and their families to seek better provision.

We undertake a Progress Check of all children at age two in accordance with the Code of Practice (2015) and statutory framework for the EYFS to support early identification of needs.

We will also undertake an assessment at the end of the Early Years Foundation Stage for any children that remain with us in the final term of the year in which they turn five, as per the statutory framework for the EYFS.

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority and or other professionals
- Observing each child's development and assessing such observations regularly to monitor progress.

All new children will be given a full settling in period when joining the nursery according to their individual needs.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (2015)
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace e.g., 'more able' are also supported (see the More able and talented children policy)
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (LLDCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to that child's specific learning differences and disability and in line with SEND code of practice.

- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services where required
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need.



Children's Corner Day Nursery

Our nursery Learning Differences and Disabilities Co-ordinator (LLDCO) is **Mrs Kila Patel**.

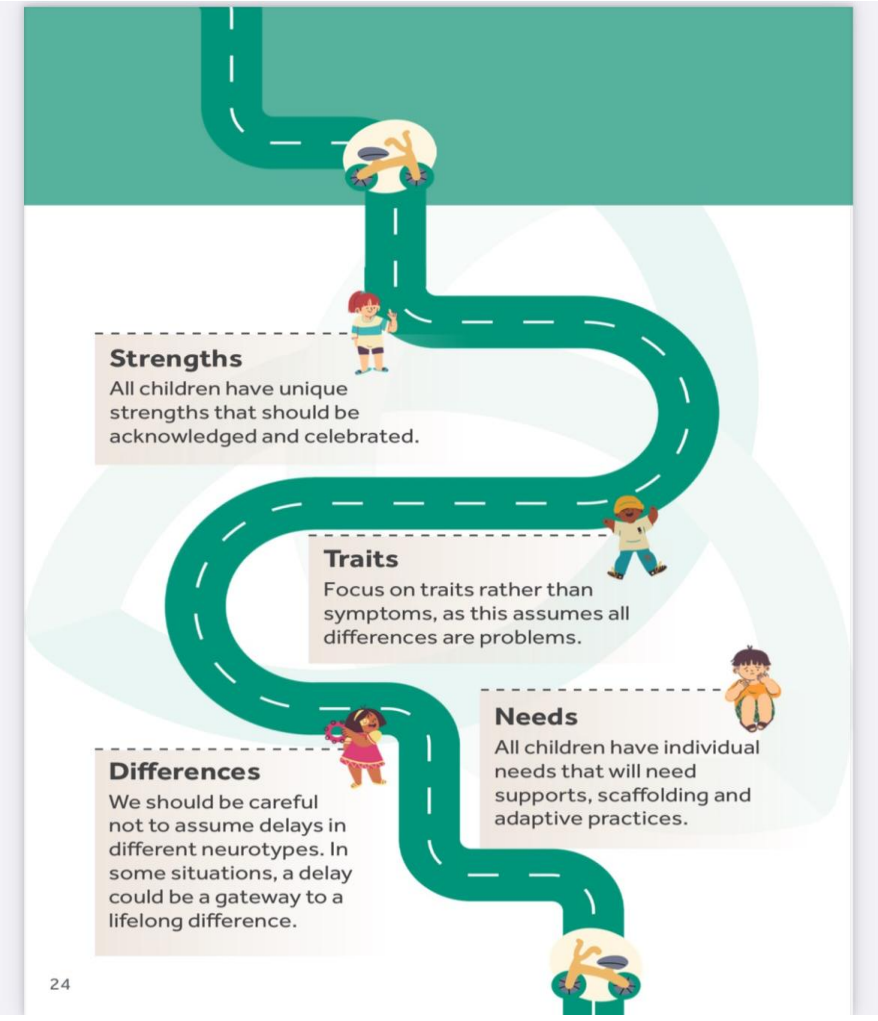
The role of the LLDCO in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with LEARNING DIFFERENCES AND DISABILITY and the setting's approach to identifying and meeting LEARNING DIFFERENCES AND DISABILITY
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the LLDCO and share their name and role with all staff and parents
- Have high aspirations for all children and support them to achieve their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible/appropriate
- Signpost parents and families to our Local Offer in order to access local support and services
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January (2015) / statutory framework for the EYFS (2021)
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transitions policy).
- Use the graduated approach response system to assess, plan, do and review to ensure early identification of any LEARNING DIFFERENCES AND DISABILITY
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability

- Review children's progress and support plans **Every 6 weeks (half terms)** and work with parents to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g., additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g., Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.



Effective assessment of the need for early help

We are aware of the process for early help and adhere to follow the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g., education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Teaching, Learning and Progress Lead(GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children 2018).*

Graduated Response Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a LLDCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our LLDCO and appropriate records will be kept according to the Code of Practice.

Assess

In identifying a child as LEARNING DIFFERENCES AND DISABILITY support, the key person, working with the LLDCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment

may be called for from specialist teachers or from health, social services, or other agencies beyond the setting. Where professionals are not already working with the setting, the LLDCO will contact them, with the parents' agreement.

Plan
Where it is decided to provide LEARNING DIFFERENCES AND DISABILITY support, and having formally notified the parents, the key person, and the LLDCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do
The child's key person will be responsible for working with the child on a daily basis. With support from the LLDCO, they will oversee the implementation of the intervention agreed as part of SEN support. The LLDCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review
The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the LLDCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Care Plan (EHCP)
Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's LEARNING DIFFERENCES AND DISABILITY
- evidence of the action already being taken by us as the early years provider to meet the child's LEARNING DIFFERENCES AND DISABILITY needs

- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.
We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.

* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
23rd Nov 22		*23rd March 2025*

Children's Corner Day Nursery

Dealing with Discriminatory Behaviour Policy

At **CCDN** we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all perceived or actual incidents relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

We provide a neutral working environment where no one should feel threatened or intimidated and everyone should be treated with equity, inclusivity, dignity and respect. This includes 'work situations' such as social events and social media posts and interactions between colleagues.

Definition and legal framework

Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'; we have zero tolerance towards such behaviour
- **Sexual harassment** is any unwanted sexual conduct that has the purpose or effect of violating a person's dignity or creating a hostile environment for them; the law requires the setting to take reasonable steps to prevent sexual harassment of workers in the course of their employment; we have zero tolerance towards such behaviour
- **Third party harassment** occurs where a person is harassed by someone who does not work for the same employer, such as a visitor or supplier; we have zero tolerance towards such behaviour
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief

- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity.

Note: The Act uses the term 'transexual' which covers those who are 'transgender' or 'trans'. When reviewing discrimination in the setting, seek specialist advice regarding recruitment and promotion processes, the use of toilet facilities, managing absences for transitioning employees, recording employee gender identity and chosen pronouns and correct information sharing for personal details. It is also recommended to plan how to address any questions or concerns raised by other employees or parents so that they are handled in a respectful and sensitive way.

The Disclosure and Barring Service (DBS) offers confidential checks for trans applicants through the 'sensitive applications' route which excludes gender/name information from the certificate (https://www.gov.uk/guidance/transgender-applications).

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults (depending on the nature of what is written)
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people pertaining to the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

Incidents may involve a small or large number of persons, they may vary in their degree of offence and may not even recognise the incident has discriminatory implications, or at the other extreme their behaviour may be quite deliberate and blatant.

Our procedures

We tackle discrimination by:

- Providing inclusive early years practice where all staff are able to identify, understand and break down barriers to participation and belonging and create an ethos of equality
- Consistently promoting the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children and families in the setting. We value diversity and celebrate differences in children and families
- Providing training and support around this subject to support staff understanding and confidence in challenging discriminatory practice, including understanding that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. Training ensures staff understand this in order to create a culture of zero tolerance towards sexual harassment in the workplace

- Ensure a zero-tolerance approach is actually taken by challenging any observed instances of inequalities, discrimination and prejudice as they arise in play, conversation, books or other contexts from practitioners, children and families and follow this policy, as outlined below, to ensure that discriminatory behaviours against the protected characteristics are not tolerated within our setting
- Ensuring all children and families have a sense of belonging and they can see themselves and their family's identity reflected in the setting
- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour, stereotyping, bias or bullying taking place in person or via an online arena
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, including behaviour from parents and other staff members
- Expecting all staff to intervene in the case of third-party harassment, reporting issues to the Setting Lead and/or reporting criminal acts to the police; we have an anonymous reporting procedure for sexual harassment
- Expecting all staff to treat any allegation seriously and report it to the Setting Lead. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The Setting Lead is responsible for ensuring that incidents are handled appropriately and sensitively and recorded appropriately. Any patterns of behaviour should be noted. Perpetrator's and victim's initials may be used in the record.
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing the parents of the child(ren) who are perpetrators and/or victims of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation leads to disciplinary procedures (please see the Disciplinary procedures).

We foster a psychological safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking 'reasonable steps' to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties, such as visitors to the premises.

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of nursery policies are monitored
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding children and child protection policy and the Prevent duty and radicalisation policy in order to safeguard children and families.

Nursery staff

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory, or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		4th Feb 2025

Children's Corner Day Nursery

Nursery Babysitting Policy

At **Children's Corner Day Nursery,** we develop excellent relationships with our families. From time to time, parents may request individual staff members to babysit or nanny for them outside hours. This policy clarifies key points and procedures regarding private arrangements between staff and parents.

• Individual staff members or volunteers are **NOT** allowed to babysit/nanny for children outside hours

• It crosses from the professional to the personal and has far reaching consequences in terms of safeguarding, public liability, and confidentiality.

• If an employee or volunteer engages in caring for a child enrolled at CCDN outside of nursery hours, that person would be in breach of their contract, and this could result in disciplinary action.

Exception: if the employee or volunteer has a pre-existing relationship prior to the child's enrolment at CCDN with the child and his/her family (i.e. relative, family friend etc) and if a relationship is made between parents and staff after the children leave our care, babysitting is not forbidden but the following policies and procedures must apply:

- the relationship must be disclosed to the Setting Lead or senior staff member.
- If a member of staff collects a child from the setting, they must be authorised to do so, and written permission must be provided by the parents.
- CCDN is not responsible for any such private arrangements or agreements.

made between individual staff members and families.

- Confidentiality of employment must be adhered to and always respected. Any

breach of confidentiality by a member of staff regarding CCDN, other staff members, parents or other children will be treated as a disciplinary offence.

- CCDN will not be held responsible for any health and safety, or other,

issues that may arise from these private arrangements.

- Any such out of hours work babysitting/nannying must not interfere with staff members' working hours or affect their relationship with the child or other children.

Reviewed on 2nd Feb 2024 and shared with team on 2nd Feb via email

Children's Corner Day Nursery

Promoting Positive Behaviour Policy

EYFS: 3.1, 3.2, 3.53, 3.54,

At **CCDN** we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading onto a path to self-regulation. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement the early years curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries appropriate to the emotional development of the child. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times
- Understand that certain behaviours are a normal part of some young children's development e.g. biting
- Encourage self-regulation, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents, carers and other visitors to be positive role models
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where appropriate
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This

includes using strategies and naming and talking about feelings and ways to manage them
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

The named person for promoting and supporting behaviour is **Mrs Kokila Patel.** It is their role to:

- Advise and support other staff on any behaviour concerns
- Liaise with the setting's Special Educational Needs Co-ordinator (LLDCO) where a child requires further support, or there are concerns about the impact of the behaviour on a child's education and care
- Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed and /or behaviour which challenges, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologising if appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment or corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying distressed and /or behaviour which challenges and may need individual techniques to restrain them

to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents

- We do not single out children or humiliate them in any way. Where children are displaying behaviour which challenges they will, wherever possible, be distracted and re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- In any case of behaviour which challenges, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour support plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The Setting Lead will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

At our nursery, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy and secure

- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities with children when they feel play has become overly boisterous or aggressive, both indoors and outdoors
- We will ensure that this policy is available for staff and parents and it will be shared at least once a year to parents and staff
- Staff and parents are also welcome to review and comment on the policy and procedure
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

Anti-bullying

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th Nov 22		*17th Feb 25*

Children's Corner Day Nursery

Medication Policy

At **CCDN** we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see Sickness and illness and Infection control policies). If a child requires medicine, we will obtain information about the child's needs for this and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

Medication prescribed by a doctor, dentist, nurse or pharmacist
(Medicines containing aspirin will only be given if prescribed by a doctor)

- Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated
- Medicines must be in their original containers with their instructions printed in English
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
    a. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
    b. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
    c. Parents must notify us **IMMEDIATELY** if the child's circumstances change, e.g. a dose has been given at home, or a change in strength or dose needs to be given
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist
- The parent must be asked when the child has last been given the medication before coming to nursery and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form (it is important to note that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication, then a note will be made on the form

- Where medication is 'essential' or may have side effects, discussion with the parent will take place to establish the appropriate response.

Non-prescription medication *(these will not usually be administrated)*

- The nursery will not administer any non-prescription medication containing aspirin
- The nursery will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical Teaching, Learning and Progress Lead
- If a child needs liquid paracetamol or similar medication during their time at nursery, such medication will be treated as prescription medication with the nursery providing one specific type of medication should parents wish to use this or give verbal consent for it to be administered.
- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or antihistamine in particular circumstances such as an increase in the child's temperature or a wasp or bee sting. This form will state the dose to be given, the circumstances in which this can be given, e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent
- An emergency nursery supply of fever relief (e.g. Calpol) and antihistamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child's parents. Where parents cannot be contacted then the Setting Lead will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form
- Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child
- For any non-prescription cream for skin conditions, e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the Setting Lead will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form

- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

Injections, pessaries, suppositories

- As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for the child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication. For children with long term medical requirements, an Individual Health Care Plan from the relevant health team will be in place to ensure that appropriate arrangements are in place to meet the child's needs.

Staff medication

All nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or feel unwell and cannot meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy.

If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability to care for children they must inform their line Setting Lead and seek medical advice. The setting lead will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in the person's locker or a separate locked container in the staff room or nursery room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored securely out of reach of the children, at all times. It must not be kept in the first aid box and must be labelled with the name of the member of staff.

Storage

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children.

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach. Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children. This must be in a designated place with the child's name clearly written in the original container.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's

details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

Medication stored in the setting will be regularly checked with the parents to ensure it continues to be required, along with checking that the details of the medication form remain current.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		17th Feb 2025

Children's Corner Day Nursery

Biting Policy

At CCDN we promote positive behaviour at all times. We understand that children may use certain behaviours, such as biting, to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a special educational need and/or disability.

The nursery uses the following strategies to help prevent biting:

- Individual, one-to-one and small group times so that each child is receiving positive attention
- Quiet and cosy areas for children who are feeling overwhelmed to go to
- Stories, puppets and discussions about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events
- Additional resources for children who have oral stimulation needs, such as teething rings or chew necklaces
- Vigilant staff that know the children well are able to identify when children need more stimulation or quiet times
- Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose to the parents the name of the child who has caused the bite
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad
- Ask the child what they can do to make the 'child who has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session
- If a child continues to bite, carry out observations to try to distinguish a cause e.g. tiredness or frustration

- Arrange for a meeting with the child's parents to develop strategies to prevent ongoing biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten
- If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, in some cases of autism where a child doesn't have the communication skills, the nursery Setting Lead will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

Children are provided with quiet and calming areas for rest, sleep, and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation this consistent practice supports the process of children building the capacity for self-regulation to manageable, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills.

Staff use the promoting positive behaviour policy to ensure a consistent approach.

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

Children's Corner Day Nursery

Children's Well-being in the Nursery Policy

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

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

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

Mental and emotional well-being includes:

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

Social well-being includes:

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

Spiritual well-being can cover the following:

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

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

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

Children are provided with quiet and calming areas for rest, sleep and relaxation. This supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation. This practice supports the process of children building the capacity for self-regulation, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet, including sadness and over-excitement. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills.

Staff use the Promoting positive behaviour policy to ensure a consistent approach.

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

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th May 23		17th Feb 2025

Children's Corner Day Nursery

Staff Well-being Policy

At ***CCDN*** we promote the good health and well-being of all our staff. As a nursery, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.

Mental ill-health is usually caused by a combination of work and non-work related factors. There is a myriad of reasons for mental ill-health, from the pressure of ongoing change at work to longer or more intense hours exacerbated by financial pressures at home, or relationship problems and greater caring responsibilities. Striking the balance between what is considered appropriate results, or output, and robust mental health is tricky. We are committed to constantly upskilling ourselves so that we know about how to create and maintain conditions that support and encourage good mental health, as well as recognise the signs of mental ill health and provide appropriate support.

We recognise the importance of safeguarding the mental health of all of our employees, by providing a happy and nurturing working environment. With statistics in the UK showing that each week 1 in 6 of us experiences a common mental health problem, we are committed to acknowledging and supporting our staff's physical and emotional needs.

Our ethos

We know that the care and education of babies and young children is highly rewarding. However, we are also aware of the day-to-day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance and how these pressures, alongside the role of providing high quality care and education to babies and young children, can place a high level of demand on all of our employees.

In order to support our staff team, the management team put procedures in place that ensure staff well-being remains one of the key focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their needs, not just within the workplace but as a whole person.

Ms Ailish Farren is the named member of staff who leads our setting's well-being practice. They offer support on staff well-being and know where to access external support.

Ms Ailish Farren is also committed to keeping their well-being and mental health knowledge up-to-date and is responsible for reviewing our practices, supporting the developing knowledge of the whole staff team, to ensure we are implementing the necessary strategies to safeguard the well-being of our staff.

Procedures to minimise work related stress:

- Complete a written stress risk assessment to identify and manage work-related stress linked to demands, control, support, relationships, role and change (see Health and Safety Executive advice[2])

[2] https://www.hse.gov.uk/stress/risk-assessment.htm

- To ensure staff are supported within the setting, new staff will receive a full induction, so they feel competent and capable to carry out their role and responsibilities
- Staff will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role and to minimise stress within the workplace
- Regular supervisions take place every termly in which staff well-being is discussed and recorded
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- Staff are encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work are valued and celebrated
- We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting
- Staff are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms
- The Setting Lead and well-being representative are available for staff to come and discuss any issues or concerns
- The nursery ensures that confidential conversations take place in private, away from other staff members and children
- All information remains confidential or on a need to know basis to support the facilitation of open and honest conversations. However, where the Setting Lead or the well-being representative feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate
- We actively promote a culture of mutual respect, tolerance and cooperation tolerance, in line with the British values
- Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how the setting maintains a supportive environment
- We promote a culture that supports any staff member who is experiencing a mental health related illness to discuss this and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues
- If the nursery is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is relevant and appropriate (see Supporting staff members individually section)

- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice and support will be sought
- Staff well-being and staff self-care information is available within designated staff areas
- Leaders and Setting Leads support practitioners in a safe culture where bullying, harassment and discrimination are not tolerated, along with a culture that challenges and deals with any inappropriate behaviour in a timely manner; we have anonymous procedures to encourage reporting sexual harassment
- We have a zero tolerance approach towards discriminatory behaviour and sexual harassment
- Training includes an appropriate understanding that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel in order to create a culture of zero tolerance towards sexual harassment, in particular
- If a member of staff is returning to work after a period of absence, a back to work interview is carried out as per our Absence management procedure.

Supporting staff members individually

We include well-being as part of our discussions at staff supervision sessions and appraisals. During these sessions, we work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs. Where the Setting Lead and staff member feel it is appropriate, they will draw up an individual action plan, including reviewing workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made for the member of staff; this could include flexible working agreements (see below), changes in environment, adjustments to job roles and responsibilities, more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful.

Flexible working requests

Employees are able to request flexible working from day one of their employment and they can make two flexible working requests in any 12 month period.

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the Setting Lead is concerned about the safety of a member of staff, we will work with the Designated Safeguarding Lead to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		17th Feb 2025

Children's Corner Day Nursery

Sickness and Illness Policy

EYFS: 3.45, 3.46, 3.47, 3.48

At **Children's Corner Day Nursery,** we promote the good health of all children attending including oral health by:

- Asking parents* to keep children at home if they are unwell. If a child is unwell, it is in their best interest to be in a home environment rather than at nursery with their peers.
- Asking staff and other visitors not to attend the setting if they are unwell
- Helping children to keep healthy by providing balanced and nutritious snacks, meals and drinks
- Minimising infection through our rigorous cleaning and hand washing processes **(see infection control policy)** Ensuring children have regular access to the outdoors and having good ventilation inside
- Sharing information with parents about the importance of the vaccination programme for young children to help protect them and the wider society from communicable diseases
- Sharing information from the Department of Health that all children aged 6 months – 5 years should take a daily vitamin
- Having areas for rest and sleep, where required and sharing information about the importance of sleep and how many hours young children should be having.

Our procedures

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area with their key person (wearing PPE), wherever possible
- We follow the guidance published by UK Health Security Agency for managing specific infectious diseases[3] and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours
- We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We notify Ofsted as soon as is reasonably practical, but in any event within 14 days of the incident of any food poisoning affecting two or more children cared for on the premises.

1 https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/managing-specific-infectious-diseases-a-to-z

- We ask parents to keep children on antibiotics at home for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the Setting Lead on duty and is non-negotiable
- We make information and posters about head lice readily available, and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice, we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

Meningitis procedure

If a parent informs the nursery that their child has meningitis, the nursery Setting Lead will contact the Local Area Infection Control (IC) Nurse. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery, we may be contacted directly by the IC Nurse and the appropriate support given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted where necessary.

We will follow the transporting children to hospital procedure in any cases where children may need hospital treatment.

The nursery Setting Lead/staff member must:

- Inform a member of the management team immediately
- Call 999 for an ambulance immediately if the illness is severe. DO NOT attempt to transport the unwell child in your own vehicle
- Follow the instructions from the 999-call handler
- Whilst waiting for the ambulance, a member of staff must contact the parent(s) and arrange to meet them at the hospital
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

***If a child has an accident that may require hospital treatment but not an ambulance and you choose to transport children within staff vehicles Citation advice is to consider the following in your policy:*

- *Requesting permission from parents*
- *Ratio requirements of the setting being maintained*
- *The age and height of the child, in regard to will they need a car seat? Further guidance can be found at www.childcarseats.org.uk/types-of-seat/*

- *There are some exceptions for needing a child seat depending again on their age. Further guidance can be found at www.childcarseats.org.uk/the-law/cars-taxis-private-hire-vehicles-vans-and-goods-vehicles/#under-three*
- *With the fitting of the car seat, we also need to ask has the individual had training in carrying in carrying this out*
- *Is this transport covered under business insurance, so a call to your insurance company will be needed, or do they have business insurance on their vehicle?*
- *Safeguarding of the child needs to be looked at. In certain situations, e.g., a designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. Staff should ensure that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded*
- *Emergency procedures, e.g., what happens if the child's health begins to deteriorate during the journey.*

This policy will be reviewed at least annually in consultation with staff and parents and/or after a significant incident, e.g., serious illness/hospital visit required.

* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
24th Nov 22		*17th Feb 25*

Children's Corner Day Nursery

Infection Control Policy

EYFS: 3.45, 3.46, 3.46

At **Children's Corner Day Nursery,** we promote the good health of all children attending (including oral health) through maintaining high hygiene standards to help reduce the chances of infection being spread. We follow the health protection in schools and other childcare facilities guidance[4] which sets out when and how long children need to be excluded from settings, when treatment/medication is required and/or where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus, which is produced when an infected person talks, coughs or sneezes. It can also spread through hand and face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from spreading around the nursery.

Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment, and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser, or through washing in the washing machine
- Wash or clean all equipment used by babies and toddlers as and when needed, including when the children have placed it in their mouth
- Store Pacifiers in individual hygienic Pacifiers boxes labelled with the child's name to prevent cross-contamination with other children
- Store toothbrushes (where applicable) hygienically to prevent cross-contamination
- Immediately clean and sterilise (where necessary) any Pacifiers or bottle that falls on the floor or is picked up by another child

[4] https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities

- Provide labelled individual bedding for children that is not used by any other child and wash this at least once a week
- Ask parents and visitors to remove all outdoor footwear, or use shoe covers, when entering rooms where children may be crawling or sitting on the floor
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms and make sure that children wear them as well
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are ill and/or are contagious.

In addition:

- The nursery Setting Lead retains the right of refusal of all children, parents, carers, staff, and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- In the event of an infection outbreak the nursery will, where appropriate, undertake a deep clean to ensure the spread of infection is contained
- We will follow Government health guidance, as well as seeking legal advice and information from our insurers, on any national outbreak of a virus and pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action; we will treat each case on an individual basis
- In addition, where contagious outbreaks occur, we will adopt Government guidance for all visitors to minimise the risk of further spreading of the infection
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are always maintained. These will be increased during the winter months, or when flu and cold germs are circulating.

Please see attached Guidance on Infection Control

https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th Nov 22		*17th Feb 2025*

Children's Corner Day Nursery

Accidents and First Aid Policy

At **CCDN** the safety of all children is paramount and we have measures in place to help to protect children. However, sometimes accidents do unavoidably happen.

We follow this policy to ensure all parties are supported and cared for when accidents or incidents happen[5] and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents or incidents

When an accident or incident occurs, we ensure:

- The child is comforted and reassured first
- The extent of the injury is assessed and if necessary, a call is made for medical support or an ambulance
- First aid procedures are carried out where necessary, by a trained paediatric first aider
- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses
- The accident or incident is recorded on an accident/incident form and it is reported to the Setting Lead . Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered
- Parents are shown the accident/incident form and informed of any first aid treatment given. They are asked to sign it the same day, or as soon as reasonably practicable after
- The Setting Lead reviews the accident/incident forms at least monthly for patterns, e.g. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns are investigated by the Setting Lead and all necessary steps to reduce risks are put in place
- The Setting Lead reports any serious accidents or incidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The accident forms are kept for at least 22 years
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the Setting Lead will follow the insurance company procedures, which may involve informing them in writing of the accident
- The Setting Lead or registered provider will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child

[5] An accident is an unfortunate event or occurrence that happens unexpectedly and unintentionally, typically resulting in an injury, for example tripping over and hurting your knee.
An incident is an event or occurrence that is related to another person, typically resulting in an injury, for example being pushed over and hurting your knee.

protection agency), where necessary. Where relevant, such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed

Location of accident files: kept on EyLog child's personal file and EyMan for Staff

Contact Details:

Organisation	Contact
Ofsted	084560404043
Local authority children's social care team	0208 825 5000
Local authority environmental health department	0208 825 500
Health and Safety Executive	0300 003 1647
RIDDOR report form	http://www.hse.gov.uk/riddor/report.htm
Millie's Mark	https://www.milliesmark.com/

Head injuries
If a child receives a head injury while in the setting then we will follow this procedure:

- Comfort, calm and reassure the child
- Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedures if this is required (see below)
- If the skin is not broken we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child
- If the skin is broken then we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury and if they need to collect their child
- Complete the accident form
- Keep the child in a calm and quiet area whilst awaiting collection, where applicable

- We will continue to monitor the child and follow the advice on the NHS website as per all head injuries https://www.nhs.uk/conditions/minor-head-injury/
- For major head injuries we will follow our paediatric first aid training.

Transporting children to hospital procedure
The Setting Lead or staff member must:

- Call for an ambulance immediately if the injury is severe.
- Whilst waiting for the ambulance, contact the parents and arrange to meet them at the hospital

- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

First aid
The first aid boxes are located in: **in Each room and one above the butler sink**

These are accessible at all times with appropriate content for use with children.

The appointed person responsible for first aid checks the contents of the boxes regularly **Ms Japnit** and replaces items that have been used or are out of date.

The staff first aid box is kept **cupboard above the butler sink**. This is kept out of reach of the children.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

The appointed person(s) responsible for first aid is: All staff

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

We ensure there is at least one person who holds a current full (12 hour) paediatric first aid (PFA) certificate on the premises and available at all times when children are present.

All first aid trained staff are listed in every room. When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who holds a current full (12 hour) PFA certificate. A first aid box is taken on all outings, along with any medication that needs to be administered in an emergency, including inhalers etc.

Food safety and play
Children are supervised during mealtimes and food is adequately cut up to reduce the risk of choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used:

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

These are risk assessed and presented differently to the way it would be presented for eating, e.g. in tuff trays.

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

Food that could cause a choking hazard, including raw jelly, is not used.

See the Food play policy for further details.

Personal protective equipment (PPE)
The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when procuring PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

Dealing with blood
We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

Needle punctures and sharps injury
We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste.

Parents of children requiring needles as part of managing a medical condition should supply the nursery with an approved sharps box for safe disposal. Full boxes will be returned to the parents.

If a needle is found, e.g. in the nursery grounds, the local authority must be contacted to deal with its disposal.

We treat our responsibilities and obligations in respect of health and safety as a priority and provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

This policy is updated at least annually in consultation with staff and parents and/or after a serious accident or incident.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		3rd Feb 2025

Children's Corner Day Nursery

Immunisation Policy

EYFS: 3.45, 3.80

At **Children's Corner Day Nursery,** we expect and promote that children are vaccinated in accordance with the government's health policy and their age and promote this.

We ask that parents* inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. The nursery Setting Lead must be aware of any children who are not vaccinated within the nursery in accordance with their age.

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

We record, or encourage parents to record, information about immunisations on children's registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

Staff vaccinations policy
It is the responsibility of all staff to ensure they keep up to date with their vaccinations, as recommended by the NHS vaccination schedule and keep the nursery informed.

If a member of staff is unsure as to whether they are up to date, then we recommend that they visit their GP or practice nurse for their own good health.

Emergency information
We keep emergency information for every child and update it every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the Parent Information Board.

* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th Nov 22		*17th Feb 25*

Children's Corner Day Nursery

Allergies and Allergic Reactions Policy

At **CCDN** we are aware that children may have or develop an allergy resulting in an allergic reaction.

We aim to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

Our procedures

- All staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth and/or tongue, swelling of the airways to the lungs, wheezing and anaphylaxis
- We ask parents to share all information about allergic reactions and allergies on their child's registration form and to inform staff of any allergies discovered after registration
- We share all information with all staff and keep an allergy register in **each room where meals and snacks are served**
- Where a child has a known allergy, the Setting Lead will carry out a full allergy risk assessment with the parent prior to the child starting the nursery and/or following notification of a known allergy and this assessment is shared with all staff. This may involve displaying photos of the children along with their known allergies in the kitchen or nursery rooms, where applicable
- All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts, gluten
- The Setting Lead, nursery cook and parents work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu
- Seating is monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and, where appropriate, staff will discuss food allergies with the children and the potential risks
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a paediatric first aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident book and on the allergy register
- If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the Setting Lead will receive specific medical training to be able to administer the treatment to each individual child.

Food Information Regulations (FIR) 2014
We incorporate additional procedures in line with the FIR, including emailing our weekly menus to parents, website or online system identifying any of the 14 allergens that are used as ingredients in any of our dishes.

In the event of a serious allergic reaction and a child needing transporting to hospital
The setting lead or staff member will:

- Call for an ambulance immediately if the allergic reaction is severe. Staff will not attempt to transport the sick child in their own vehicle
- Ensure someone contacts the parents whilst waiting for the ambulance and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times and continue to comfort and reassure the child experiencing an allergic reaction. Children who witness the incident may also be well affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the incident
- Where a serious incident occurs and a child requires hospital treatment, Ofsted will be informed.

This policy is updated at least annually in consultation with staff and parents and/or after a serious incident.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		4th Feb 2025

Children's Corner Day Nursery

Sun Care Policy

EYFS: 3.45

At **Children's Corner Day Nursery,** we are committed to ensuring that all children are fully protected from the dangers of too much sun and UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Children must have a clearly labelled sun hat which will be always worn whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e., with an extended back and side to shield children's neck and ears from the sun) to provide additional protection
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date. Sun cream containing nut-based ingredients will not be allowed in the setting.
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun (UV levels); children will not be allowed in direct sunlight between 11.00am – 3.00pm on hot days from March to October, following NHS sun safety advice. Shaded areas are provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day. Record application of sun cream on eyLog tab sun cream in the daily diaries
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days, and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Key persons also work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g. black and/or Asian colouring.

Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth, and muscles. Our body creates vitamin D from direct sunlight on our skin when we are

outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered.

At nursery we find the right balance to protecting children from sunburn by following the NHS guidance. The benefits are discussed with parents and their wishes followed with regard to the amount of sun cream applied.

We also promote the NHS recommendation to parents that all children aged under 5 years should be given vitamin D supplements even if they do get out in the sun.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th Nov 22		*17th Feb 2025*

Children's Corner Day Nursery

Health and Safety – General Policy

At CCDN we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children, parents and any visitors, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

Legal framework
We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Early Years Foundation Stage (EYFS) Statutory Framework (2021)
- The regulations of the Health and Safety at Work Act (1974) and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by UK Health Security Agency, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

Aims and objectives
The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- Establish and maintain safe working practices amongst staff and children
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- Maintain a healthy and safe nursery with safe entry and exit routes
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments

- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low. To maintain the maximum protection for children, staff and parents the nursery:

- Ensures all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensures that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensures that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children
- Ensures that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensures there are suitable hygienic changing facilities (see Infection control policy)
- Prohibits smoking or vaping on the nursery premises
- Prohibits any contractor from working on the premises without prior discussion with the officer in charge
- Encourages children to manage risks safely and prohibits running inside the premises unless in designated areas
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensures all cleaning materials are placed out of the reach of children and kept in their original containers
- Ensures staff wear protective clothing when cooking or serving food
- Prohibits certain foods that may relate to children's allergies, e.g. nuts are not allowed in the nursery
- Follows the EU Food Information for Food Consumers Regulations (EU FIC) by identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follows the allergies and allergic reactions policy for children who have allergies or have a reaction at the nursery
- Ensures risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarises all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provides appropriately stocked first aid boxes and check their contents regularly
- Ensures children are supervised at all times
- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors

- Ensures no student or volunteer is left unsupervised at any time
- Ensures staff paediatric first aid certificates or a list of staff who hold a current PFA certificate are on display (and/or made available to parents).

Responsibilities
The designated Health and Safety Officer in the nursery is **Mrs Kokila Patel** .

The employer has overall and final responsibility for this policy being carried out at:
29 Hastings Road, West Ealing, London, W13 8QH.

The deputy nursery Setting Lead will be responsible in her absence.

All employees have the responsibility to cooperate with senior staff and the Setting Lead to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations and duties will be regarded as a disciplinary matter (see separate Disciplinary procedure).

Whenever a member of staff notices a health or safety issue or problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the *senior member of staff in the area/*deputy Setting Lead/*Setting Lead.

Daily contact, monthly staff meetings and health and safety meetings provide consultation between management and employees. These include health and safety matters.

Health and safety training
Person responsible for monitoring staff training is **Mrs Kokila Patel**.

Health and safety is covered in all induction training for new staff.

Training table :

Area	Training required	Who
Paediatric First Aid	Course	All staff
Dealing with blood	In house training/course	All staff and students
Safeguarding children and child protection	In house training/course	All staff and students
Care of babies	In house training/course	At least half of the staff working with under twos
Risk assessments	In house training/course	All staff
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible

Food hygiene	In house training/course	Anyone involved in preparing and handling food
Allergy awareness	In house training/course	All staff and students
Manual handling	In house training/course	All staff and students
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff
Fire marshal duties	External course	Fire marshal
Medication requiring technical or medical knowledge e.g. Epi Pen	External course	As required
LLDCO	External course	LLDCO
Supervision and appraisal	External course	Setting Lead, deputy and room supervisors

At least one member of staff on the premises and available at times when children are present MUST hold a full paediatric first aid (PFA) certificate in the nursery and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS (2021). The 12 hour full PFA must be a full course and delivered consistent with the criteria set out in Annex A of the EYFS.

This must be renewed every three years.
In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work and ongoing in order to be included in the required staff: child ratios at level 2 or level 3.
At nursery, we take in to account the number of children, staff, layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

All trained first aiders are listed in the Accidents and first aid policy. Our trained first aiders are:

- ***Samantha Parkin***
- ***Sarah Neave***
- ***Ailish Farren***
- ***Kila Patel***
- ***Dipa Tailor***
- ***Eun Lee***
- ***Sara Garcia***
- ***Japnit Salvatra***
- ***Jania Mur***
- ***Nooria Saied***
- ***Maryam Jama***

- ***Sarah Richardson***
- ***Amira Mimoune***
- ***Kokila Patel***

Health and safety arrangements

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella and lone working
- Risk assessments are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our Visits and outings policy
- All equipment, rooms and outdoor areas are checked thoroughly by staff before children access them or the area. These checks are recorded and initialled by the staff responsible. Unsafe areas are made safe where possible or the area is not used to promote the safety of children. In these cases the Setting Lead will be notified immediately
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs e.g. easy to access toilet area and fresh drinking water
- We adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises
- We identify and assess any water sources at risk of legionella[6], and manage these risks including avoiding stagnant water
- All staff and students receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for particular activities and resources for children
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure, which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is shared with all staff, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns or hazardous areas
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents receive these updates, as with all policy changes, as and when they happen
- We welcome feedback from staff and parents. They are able to contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery.

This policy was adopted on	Signed on behalf of the nursery	Date for review
25th May 23		17th Feb 25

[6] https://www.hse.gov.uk/legionnaires/

Children's Corner Day Nursery

Overall Approach to Risk Assessment

Considerations from the legal team:
Ultimately the employer is accountable for health and safety and therefore cannot delegate health and safety duties. It can require staff to cooperate with them and to follow what they are told, but it cannot delegate a duty. There is no problem asking staff to do something e.g., a risk assessment, which is part of the policy, but it remains the employer's duty to ensure it's done and that it's suitable and sufficient. It would not be a defence to a nursery if a member of staff did not undertake, for example, a risk assessment. The employer must therefore have a system in place to ensure such things are done.

EYFS: 3.65

At **Children's Corner Day Nursery,** we take all reasonable steps to ensure staff and children in our care are not exposed to risks. We promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

Risk assessments
Risk assessments document the hazards or aspects of the environment that need to be checked on a regular basis. These include who could be harmed, existing controls, the seriousness of the risk or possible injury, any further action needed to control the risk, who is responsible for what action, when and how often the action will be undertaken, and how this will be monitored, checked and by whom.

The nursery carries out written risk assessments regularly (at least annually). These are reviewed regularly and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery e.g. a significant piece of equipment is introduced or new activity or experience is planned, we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks. All outings away from the nursery are individually risk assessed and adequately staffed with paediatric first aid trained practitioners. For more details, please refer to the visits and outings policy.

Hints and tips
Please refer to the Health and Safety Executive's 'Five Steps to Risk Assessment' https://www.hse.gov.uk/simple-health-safety/risk/index.htm for further support with the risk assessment process. The Five Steps to Risk Assessment publication and risk assessment templates can be downloaded from the Health and Safety Executive's website at www.hse.gov.uk. Citation Plc can also offer further support with risk assessments at www.citation.co.uk.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th Nov 22		*17th Feb 25*

Children's Corner Day Nursery

Health and Safety in the Office

EYFS: 3.80

At **Children's Corner Day Nursery,** we take the welfare of our employees seriously and put safeguards in place to help protect the health and safety of all employees. This includes any staff who are required to undertake office duties as part of their role including sitting at a computer.

We carry out risk assessments to assess any health and safety risks to employees carrying out office duties and provide appropriate equipment for their role.

Staff using computers can help to prevent health problems in the office by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen
- Maintaining a good posture
- Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach
- Changing position regularly
- Using a good keyboard and mouse technique with wrists straight and not using excessive force
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light
- Adjusting the screen controls to prevent eyestrain
- Keeping the screen clean
- Reporting to their Setting Lead any problems associated with use of the equipment
- Planning work so that there are breaks away from the workstation.

Seating and posture for typical office tasks:

- Good lumbar support from the office seating
- Seat height and back adjustability
- No excess pressure on underside of thighs and backs of knees
- Foot support provided if needed
- Space for postural change, no obstacles should be under the desk
- Forearms approximately horizontal
- Minimal extensions, flexing or straining of wrists
- Screen height and angle should allow for comfortable head position
- Space in front of keyboard to support hand/wrists during pauses in typing.

If an employee requires additional support, please let the Setting Lead know as soon as possible.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th Nov 22		*17th Feb 2025*

Children's Corner Day Nursery

Fire Safety Policy

At **CCDN** we take reasonable steps to ensure the safety of children, staff and others on the nursery premises in the case of a fire or other emergency through our Fire safety policy and emergency evacuation procedures.

The designated fire marshal is **Ms Sarah Neave Deputy Setting Lead**

We ensure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. The designated fire marshal ensures all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) is in working order and seeks advice from the local fire safety officer as necessary.

They also have overall responsibility for the fire drill and emergency evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs e.g. a large intake of children or a new member of staff joins the nursery. These drills are planned to occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

All staff receive fire safety and evacuation training (including as part of induction) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated. Each room has a specific evacuation plan, which includes information such as evacuating non-mobile babies and using alternative exits depending on where the fire may be situated.

The designated fire marshal checks fire detection and control equipment and fire exits in line with the timescales within the checklist below.

Fire checklist

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)	Early staff	Every morning	Through the front door, back garden and office external doors.
Emergency lighting	Early staff	Every morning	Only in the garden room
Fire extinguishers and blankets	UK safety management	Annually	Kitchen – blanket Extinguishers in foyer and near the toilets
Evacuation pack	Fire Marshall	Termly	In the foyer

Smoke/heat alarms	Early staff	Everyday	Near cleaning cupboard
Fire alarms	Early staff	Everyday	Near cleaning cupboard
Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside	Setting Lead	Monthly	Internal and external door

A deputy fire marshal is appointed to over this role when the fire marshal is absent.

Registration
An accurate record of all staff and children present in the building must be kept at all times with children and staff marked in and out on arrival and departure. An accurate record of visitors is kept in the visitor's book. These records are taken out along with the register and emergency contacts list in the event of a fire.

No smoking/vaping policy
The nursery operates a strict no smoking/vaping policy – please see this separate policy for details.

Fire drill procedure
On discovering a fire:

- Calmly raise the alarm by blowing the whistle or use the Emergency alarm
- Immediately evacuate the building under guidance from the Setting Lead on duty or fire marshal (collecting children's room registers, where applicable)
- Using the nearest accessible exit lead the children out, assemble at **27** Hastings Road, West Ealing, London, W13 8QH
- Close all doors and windows behind you wherever possible
- With babies – supernumerary staff to support baby room
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service and/or police.

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the Setting Lead of your location and the identity of the children and other adults with you.

The fire marshal is to:

- Collect the central children's register, where applicable, staff register, nursery mobile/phone, keys, visitor book and fire bag and/or evacuation pack (containing emergency contacts list, nappies, wipes and blankets, etc.)
- Telephone emergency services: dial 999 and ask for the fire service
- In the fire assembly point area – **27 Hastings Road, West Ealing, London, W13 8QH** - check the children against the register
- Account for all adults: staff and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for.

This policy is updated at least annually in consultation with staff and/or after a fire evacuation practice and/or fire.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th May 23		17th Feb 25

Children's Corner Day Nursery

Safety Checks

EYFS: 3.55, 3.56, 3.59, 3.61, 3.65, 3.80

At **Children's Corner Day Nursery,** we take reasonable steps to ensure the safety of children, staff and others on the premises including carrying out safety checks on a regular basis in accordance with the timescales set out in the nursery checklists table at the end of this policy

These include daily safety checks of the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas. The checks are recorded and show any issues and solutions.

(This policy should be read in conjunction with the Health and safety general policy, Fire safety policy, Overall approach to risk assessments policy, Visits and outings policy and the Equipment and resources policy).

All staff are trained in health and safety to raise awareness. Staff know how to recognise potential hazards, including near misses in the nursery environment and always monitor safety.

Risk assessments (refer to the Overall Approach to Risk Assessment policy)
Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk or potential injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked and by whom.

The nursery carries out written risk assessments at least annually. These are regularly reviewed and cover potential risks to children, staff, and visitors at the nursery. When circumstances change in the nursery, e.g., a significant piece of equipment is introduced or new activity or experience planned; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks.

All outings away from the nursery are individually risk assessed. For more details refer to the visits and outings policy.

Hints and tips
The Five Steps to Risk Assessment publication and risk assessment templates can be downloaded from the Health and Safety Executive's website at www.hse.gov.uk.

Electrical equipment

Who checks	How often	Location/Tel. no.
UK safety Management	Annually	0844 800 4180

- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level
- We take a risk-based approach, considering the type of equipment and what it is being used for, to make a decision whether to have certain electrical items Portable appliance testing (PAT) tested (as per HSE guidance)
- Electrical sockets are all risk assessed and any appropriate safety measures are in place to ensure the safety of the children.

Mains information

Locations of:

- Water stops tap: In cupboard next to art cupboard
- Gas point: In the front of the house in white box
- Fuse box: In the foyer in a white cupboard, key to the cupboard in kitchen hook with other keys
- Main electricity box: in the cupboard in foyer

Dangerous substances

All dangerous substances including chemicals are kept in locked areas out of children's reach. All substances are kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments are kept for all substances and the appropriate personal protection taken and used e.g., gloves, apron and goggles.

Hot drinks and food

Hot drinks must only be consumed in the staff room. No bottled/canned drinks, sweets or crisps are to be kept or consumed in the nursery rooms or in garden.

Transport and outings

The nursery has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures including the arrangements for transporting and the supervision of children when away from the nursery.

Room temperatures

- Staff should be aware of room temperatures in the nursery, ensure that they are always suitable and recorded on the appropriate sheet. There is a thermometer in each room to ensure this is monitored.
- Staff must always be aware of the dangers of babies and young children being too warm or too cold
- Temperatures should not fall below 18°C in the baby rooms and 16°C in all other areas
- Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

Water supplies

- A fresh water drinking supply is available and accessible to all children, staff and visitors
- All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

Gas appliances

- All gas appliances are checked annually by a registered Gas Safety Register engineer
- Carbon monoxide detectors are fitted.

The checklists used in nurseries include:

Checklists	Who checks	How often
Risk Assessments in each room	Morning staff	Daily
Opening up Risk Assessment and Garden	Morning staff	daily
Closing down risk assessment	Evening staff	Daily

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
17th Jan 23		*17th Feb 2025*

Children's Corner Day Nursery

Manual Handling Policy

EYFS: 3.80

At **Children's Corner Day Nursery,** we recognise that there are times when staff need to carry out manual handling especially in relation to lifting babies and young children. Staff must all be aware and adhere to the nursery's manual handling policy to prevent/minimise any injuries can result from poor manual handling. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

We know that lifting and carrying babies and young children is different to carrying static loads and therefore our manual handling training reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

Preventing injuries

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff must carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be at particularly risk of injury
- Assess the size, weight, and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going

- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g., a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Ensure lighting is adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

Carrying children

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the baby/child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the baby/child a long distance
- Where a baby is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a baby/child. Make two journeys or ask a colleague to assist you
- If a baby/child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the baby/child before continuing
- Students and pregnant staff members will not carry babies/children.

Position for lifting

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

Lifting

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight.
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip.
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

Moving a baby/child or load

- Move the feet, keeping the baby/child or load close to the body.
- Proceed carefully, making sure that you can see where you are going.
- Lower the baby/child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the baby/child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the baby/child or load is rested on a stable base and in the case of the baby/child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury.
- Avoid awkward movements such as stooping, reaching, or twisting.
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

The environment

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

The individual

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and age/stage appropriate encourage children to use steps up to the changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process
- Use cots with a drop downside and avoid bending to lift babies from their cot.

This policy was adopted on	Signed on behalf of the nursery	Date for review
7th Jan 23		*17th Feb 25*

Children's Corner Day Nursery

Healthy Workplace Policy

At **CCDN** we are committed to providing a workplace which supports and encourages a healthy staff team through staff training, health and safety awareness and supervisions.

Dress code
Staff must follow our dress code at all times. The dress code is detailed in **Red T-Shirt, Red Fleece, Black trousers, leggings (not see through), hair tied back, no long false finger nails.**

Staff breaks
It is the responsibility of the nursery Setting Lead to ensure that all staff working six hours or more take a break of 20 minutes, 30 minutes or 60 minutes dependant on hours worked and ensuring that staff: child ratios are maintained.

Staff under 18 require a break of 30 minutes in circumstances where they work 4.5 hours a day. All breaks are taken away from an employee's normal work area (where possible).

Personal hygiene
Staff must follow the personal hygiene code at all times and encourage children to adopt the same good personal hygiene code themselves.

Hands must be washed before handling food, after using the toilet or toileting children, after playing outside, wiping noses, messy play activities and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed.

Cleaning
The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. The nursery is cleaned daily and regular checks are made to the bathrooms. These are cleaned at least daily (more if necessary i.e. at lunch time). The nappy changing facility and potties are cleaned and disinfected after every use. Any mess caused throughout the day is cleaned up as necessary to ensure that a hygienic environment is provided for staff and the children in our care.

Kitchen
Staff are made aware of the basic food hygiene standards through appropriate training and this is updated every three years. In addition, we ensure:

- Fridges are cleaned out weekly
- Microwaves are cleaned after every use
- Toasters are cleaned after every use
- The oven is cleaned out regularly and details recorded
- Freezers are cleaned out every three months and details recorded
- Plates, utensils etc. are rinsed before putting in the dishwasher and the dishwasher is cleaned out regularly and details recorded
- All cupboards are cleaned out monthly

- Fridge and freezer temperatures are recorded first thing in the morning by the *Setting Lead/*cook and last thing at night
- All food is covered at all times in and out of the fridge and dated to show when each product was opened and then used in date order
- Care is taken to ensure that food is correctly stored in fridges
- When re-heating food, the temperature is over 75°C, food is checked with the probe thermometer and recorded, then cooled down before serving. Hot food prepared on the premises is checked with the probe thermometer before serving
- Food served but not used immediately is appropriately covered and placed in the *fridge/*freezer within 60 minutes. If this is not followed, food is discarded immediately
- All opened packets are dated when opened and placed in an airtight container e.g. baby food, raisins, cereal etc.
- Blended food is placed in suitable airtight containers, named and dated
- Surfaces are cleaned with anti-bacterial spray
- Only appropriate coloured kitchen cloths are used (please follow the chart on the wall). These are washed daily in the dishwasher on a hot wash
- Windows protected by fly guards are opened as often as possible along with the vents
- All plugs are pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of the fridge and freezer)
- Children do NOT enter the kitchen except for supervised cooking activities
- gates to the kitchen are kept closed at all times
- Kitchen bins are emptied when full and at the end of each day.

Laundry Room

- Washing machine drawers etc. are cleaned regularly
- Tumble dryer lint filters are cleared after every use
- Staff follow HSE guidance on the safe use of tumble dryers including using the 'cool down' cycle is adequate to reduce the temperature of the items and not removing them from the dryer or stacked while hot but as soon as the drying/cooling cycle is complete and only using it for items that appropriate (as per washing label)
- All staff are responsible for filling and emptying the washing machine and tumble dryer, folding clean clothing and other items.

Baby room

- Bottles of formula milk are only be made up as and when the child needs them. These are cooled to body temperature (37°C) and tested with a sterilised thermometer to ensure they are an appropriate temperature for the baby to drink safely
- Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water and reheat
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not washed in the dishwasher)
- Content of bottles are disposed of after two hours
- A designated area is available for mothers who wish to breastfeed their babies or who wish to express milk

- Labelled mother's breast milk is stored in the fridge
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Sterilisers are washed out daily.

Nursery

- Staff are trained to be aware of general hygiene in the nursery and ensure that high standards are kept at all times
- Regular toy washing rotas are established in all rooms and items recorded. Toys are washed with sanitising fluid
- Floors are cleaned during the day when necessary. Vacuum cleaner bags (where used) are changed frequently
- Staff are requested to use the appropriate coloured mop for the task or area (see chart on wall) and mop heads are washed in a separate wash at least weekly
- Face cloths are washed on a hot wash after every use and not shared between children
- Low and highchairs are cleaned thoroughly after every use. Straps and reins are washed weekly or as required
- Every child has its own cot sheet which is washed at the end of every week or whenever necessary
- All surfaces are kept clean and clutter free
- Children are always reminded to wash their hands after using the bathroom and before meals. Staff always encourage good hygiene standards, for example, not eating food that has fallen on the floor
- Staff are positive role models and talk to the children about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

Staff rooms

- It is the responsibility of every member of staff to ensure that their staff room is kept clean and tidy
- Fridges are cleaned out weekly
- Microwaves are cleaned after every use
- Surfaces are wiped down daily
- All implements used for lunch or break are washed and tidied away.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th May 23		17th Feb 25

Children's Corner Day Nursery

Animal Health and Safety Policy

At **CCDN** we recognise the value animals and pets can bring to the emotional needs of children and adults. Caring for animals and pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

Nursery pets*
At **CCDN** we have **0**

Our safety procedures are:

- Permission slips are obtained from parents to seek written permission for their child to be involved in caring for the animal at nursery
- A full documented risk assessment is completed, including considerations for children with any allergies
- All pets are homed in an appropriate and secure area of the setting, with areas that are quiet and space away from the children, when needed
- Only staff have responsibility for cleaning out the animals (where applicable). Protective equipment is used, such as gloves and aprons
- We ensure all pets have had all of their relevant vaccinations, are registered with the vet and are child-friendly
- Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths while pets are being handled. Staff explain the importance of this to the children
- Children are encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Pets from home

- If a child brings a pet from home to visit the nursery as a planned activity, parents of all children who will be in contact or in the same area as the pet are informed. We obtain written permission from parents to ensure no child has an allergy or phobia. We complete a full, documented risk assessment prior to the pet visiting and analyse any risks before this type of activity is authorised
- Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths during the activity. The staff will explain the importance of this to the children
- Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Visits to farms

- A site visit is made by a senior member of staff before an outing to a farm can be arranged. We check that the farm is well-managed, that the grounds and public areas are as clean as possible and that suitable first aid arrangements are in place. Animals should be prohibited from any outdoor picnic areas

- We check that the farm has suitable hand washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area
- We ensure that there is an adequate number of adults to supervise the children, taking into account the needs of the children
- We explain to the children that they will not be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths, while touring the farm because of the risk of infection and explain why
- We ensure suitable precautions are in place where appropriate e.g. in restricted areas such as near slurry pits or where animals are isolated.

During the visit

- If children are in contact with, or feeding animals, we will warn them not to place their faces against the animals or put their hands in their own mouths afterwards, and explain why
- We will encourage children to leave comforters (e.g. soft toys and blankets) and dummies either at nursery, in the transport used or in a bag carried by a member of staff to ensure cross-contamination is limited
- After contact with animals and particularly before eating and drinking, we will ensure all children, staff and volunteers wash and dry their hands thoroughly. If young children are in the group, hand washing will be supervised. We will always explain why the children need to do this
- Meals, breaks or snacks will be taken well away from the areas where animals are kept and children will be warned not to eat anything which has fallen on the ground. Any crops produced on the farm will be thoroughly washed in potable water before consumption
- We will ensure children do not consume unpasteurised produce e.g. milk or cheese
- Manure or slurry presents a particular risk of infection and children will be warned against touching it. If they do touch it, we will ensure that they thoroughly wash and dry their hands immediately
- We will ensure all children, staff and volunteers wash their hands thoroughly before departure
- We will ensure footwear and clothing is as free as possible from faecal materials.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th May 23		17th Feb 2025

Children's Corner Day Nursery

Environmental Sustainability Policy

At **CCDN** we wish to support children to learn about sustainable practices and foster respect and care for the living and non-living environment.

Children are able to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching adults role model sustainable practices.

We promote a holistic, open-ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- Helping children to explore nature through art and play
- Supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- Supporting the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting and cooking food for our nursery menu
- Helping children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions
- Going on nature walks and learning about plants they see in the local area
- Encouraging parents and children to regularly walk to nursery to raise the awareness of caring for the planet
- Developing a recycling area and encouraging children to share a recycling ethos in the home environment.

As a nursery we will embed sustainability into all aspects of the operations including:

- Recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- Ensuring parents recycle children's take-home recycled material models, if they do not keep them
- Considering our carbon footprint when purchasing materials
- Shopping local where possible
- Turning off equipment and lights when not in use
- Using energy saving light bulbs
- Not leaving any equipment on standby
- Unplugging all equipment at the end of its use/the day
- Using energy saving wash cycles on the washing machine
- Hanging washing out to dry and/or using clothes horses rather than tumble dryers where possible
- Composting food waste
- Incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- Using potable water rainwater butts for outdoor water play
- Recycling water from the water play to water plants outside
- Using food that we have grown in nursery meals.

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

We assess our nursery's impact on the environment on a regular basis and put procedures in place to counteract this impact.

In order to encourage children not to waste food or to play with food at mealtimes, we discourage the use of food as a play material; instead, we encourage activities which involve preparing and tasting different types of food.

This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th May 23		17th Feb 25

Children's Corner Day Nursery

Visits and Outings Policy

EYFS: 3.25, 3.65, 3.66, 3.67

At **Children's Corner Day Nursery,** we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences. We always seek parental permission for children to be included in such outings.

Procedures

Visits and outings are carefully planned to use the following procedures along with any local/national guidelines, whatever the length or destination of the visit:

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage, and development of the children.
- Written permission will always be obtained from parents/carers before taking children out
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current full paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- We designate one member of staff to be the outing leader, this may be the most senior member of staff attending and it will be their role to take the lead in the event of any emergencies/incidents **(see Lost Child Procedure from Outings Policy)**
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required
- A completed trip registers together with all parent/carer and staff contact numbers will be taken on all outings
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full of the nursery Setting Lead prior to the outing.
- All staff will be easily recognisable by other members of the group; they will wear the nursery uniform and high visibility vests/jackets
- Children will be easily identified by staff when on a trip by use of a sticker system. The nursery name, number and mobile number will be displayed.
- A fully charged nursery mobile phone will be taken as a means of emergency contact *(staff are reminded of the mobile phone policy and asked to leave personal phones at the setting)*
- In the event of an accident, staff will assess the situation. If required, the group will return to nursery immediately and parents/carers will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents/carers being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery.

Risk assessment/outings plan

The full risk assessment and outing plan will be displayed for parents/carers to see before giving consent. This plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place.
- The estimated time of arrival at the place where they are visiting and expected time they will arrive back at the nursery
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e., first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Staff emergency contact numbers
- Method of transportation and travel arrangements (including the route)
- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision
- The name of the designated safeguarding lead for the outing
- Links to the child's learning and development needs.

Use of vehicles for outings

- All staff members shall inform parents/carers in advance of any visits or outings involving the transportation of children away from the nursery.
- The arrangements for transporting children will always be carefully planned and where necessary additional staff or volunteers will be used to ensure the safety of the children. This is particularly important where children with disabilities are concerned
- All vehicles used in transporting children are properly licensed, inspected and maintained.
- Regular checks are made to the nursery vehicle e.g., tyres, lights etc. and a logbook of maintenance, repairs and services is maintained.
- The nursery vehicle is to be kept in proper working order, is fully insured for business use and is protected by comprehensive breakdown cover
- Drivers of vehicles are adequately insured
- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any minibuses/coaches are fitted with 3-point seat belts
- When children are being transported, we maintain ratios.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used
- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered member of staff
- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle

- The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

Missing children
In the event of a child going missing, the Missing child from outings policy will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The Setting Lead will speak to parents prior to the visit regarding health and safety and code of conduct.

In the event of an emergency
In the event of an emergency whilst out on a visit, we encourage staff to find a safe haven and remain there until the danger passes. If necessary, the police will be contacted if it is safe to do so. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead.

This could cover other issues such as extreme weather or emergencies such as an ill or injured child, etc.

We will contact parents of the children on the visit to confirm arrangements as soon as it is safe to do so.

Ofsted will be contacted and informed of any incidents.

Further information can be found at:
https://www.counterterrorism.police.uk/safetyadvice/

This policy was adopted on	Signed on behalf of the nursery	Date for review
7th Jan 23		*17th Feb 25*

Children's Corner Day Nursery

Missing Child from Nursery Procedure

EYFS: 3.63, 3.65

At **Children's Corner Day Nursery,** we take all reasonable steps to ensure the safety of children on the premises, we only release children into the care of individuals who have been notified us by the parent and have safety systems in place to ensure that children do not leave the premises unsupervised. We have intercom system, where we can see person on a VDU screen and speak to them before allowing them in.

In the unlikely event of a child going missing within/from the nursery, we have the following procedure which will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g., a recent photograph and a detailed description of clothing
- The nursery Setting Lead will be informed immediately, and all staff presents will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children, so they remain supervised, calm, and supported throughout
- The Setting Lead will call the police as soon as they believe the child is missing and follow police guidance. The parents/carers of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The Setting Lead will meet the police and parents
- The Setting Lead will then await instructions from the police
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- Ofsted will be contacted and informed of the **incidents within 7 days**
- With incidents of this nature parents, carers, children, and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced

This policy was adopted on	Signed on behalf of the nursery	Date for review
7th Jan 23		*17th Feb 25*

Children's Corner Day Nursery

Missing child from Outings Procedure

EYFS: 3.65, 3.66

At **Children's Corner Day Nursery,** we take all reasonable steps to ensure children are kept safe while on outings. We assess the risks or hazards that may arise for children and identify steps to remove, minimise and manage those risks and hazards. This includes the consideration of adult to child ratios and carrying out regular head counts of children throughout any outing or visit.

In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- All staff are aware of the procedure when a child goes missing and supply information to support the search, e.g., a recent photograph and a detailed description of clothing
- The designated person in charge or most senior member of staff is informed immediately and all staff presents will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm, and supported throughout
- The designated person in charge or most senior member of staff will immediately inform the police
- The designated person in charge or most senior member of staff will then inform the nursery who will contact the child's parents/carers giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge
- During this period, some staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or most senior member of staff responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of any incidents Even if the child is missing for a period
- With incidents of this nature parents, carers, children, and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention, staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

This policy was adopted on	Signed on behalf of the nursery	Date for review
7th Jan 23		*17th Feb 2025*

Human Resources Section

Children's Corner Day Nursery

No Smoking/Vaping Policy

EYFS: 3.57

At **Children's Corner Day Nursery,** we are committed to promoting children's health and well-being. This is of the upmost importance for the nursery.

Smoking and the use of e-cigarettes has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking/vaping policy within its buildings and grounds. It is illegal to smoke/vaping in enclosed places.

All persons must abstain from smoking/vaping while on the premises. This applies to staff, students, parents, carers, contractors, and any other visitors to the premises.

Staff accompanying children outside the nursery, are not permitted to smoke/vape. We also request that any parents/carers accompanying nursery children on outings refrain from smoking/vaping while caring for the children.

Staff must not smoke/vape while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke/vape during breaks, they are asked to change into their own clothing and smoke/vape away from the main entrance and nursery premises.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow UK Health Security Agency advice and aim to help staff and parents to stop smoking/vaping by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - www.smokefree.nhs.uk
- Offering information regarding products that are available to help stop smoking

This policy was adopted on	Signed on behalf of the nursery	Date for review
7th Jan 23		*20th Feb 25*

Children's Corner Day Nursery

Alcohol and Substance Misuse Policy

At **CCDN** we are committed to taking all necessary steps to keep children safe and well. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for them.

This policy is in line with the Health and Safety at Work Act 1974 and The Misuse of Drugs Act 1971. This should be read in conjunction with the Safeguarding children and child protection policy, Disciplinary procedure and Suitability of staff policy.

Alcohol
Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the nursery will investigate the matter and will initiate the Disciplinary procedure, as a result of which action may be taken, including dismissal. Staff can still be under the influence of alcohol the following day and staff should be aware of this, ensuring this is not the case when starting work.

If they are a parent, the nursery Setting Lead and/or designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the Safeguarding children and child protection procedures. If anyone arrives at the nursery in control of a car under the influence of alcohol the police will be contacted.

Staff, students, parents, carers, visitors, contractors etc. must not bring alcohol onto the nursery premises.

Substance misuse
Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately.

If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow.

If they are a parent, the nursery Setting Lead and/or designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the Safeguarding children and child protection procedures.

The nursery Setting Lead will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are a member of staff, Disciplinary procedures will be followed.

If a member of staff is taking medication that may affect their ability to care for children, they must seek medical advice and inform the nursery Setting Lead as soon as possible to arrange for a risk assessment to take place. This will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after the children properly.

Any medication on the premises is stored securely, and out of reach of children, at all times.

If the nursery suspects a member of staff may have a drug or alcohol problem, but there is no evidence

If the nursery suspects there may be an issue with drugs or alcohol (such as from observations, poor performance, changes in behaviour, sickness and/or staff feedback) but there is no evidence that it is happening during working hours or that they are arriving at work under the influence of drugs or alcohol a meeting will be held with the member of staff and Setting Lead to investigate the health concerns.

Support and referral to appropriate services may be offered to the staff member, if this is considered appropriate.

Confidentiality will be maintained at all times.

The staff member will be reminded that Disciplinary procedures will apply if they attend work under the influence of drugs or alcohol.

Safeguarding and child protection

If a parent is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk, we will follow our Safeguarding children and child protection procedures, contacting the local authority children's social care team and the police.

Staff will do their utmost to prevent a child from travelling in a vehicle driven by a parent suspected of being over the alcohol limit or under the influence of illegal drugs. If necessary, the police will be called.

Where an illegal act is suspected to have taken place, the police will be called.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th May 23		20th Feb 25

Children's Corner Day Nursery

Critical Incident Policy

At **CCDN** we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat or terrorism attack
- National outbreaks of infection or health pandemic
- Any other incident that may affect the care of the children in the nursery.

If any of these incidents impact on the ability of the nursery to operate, we will contact parents via email at the earliest opportunity e.g. before the start of the nursery day.

Flood
There is always a danger of flooding from adverse weather conditions or through the water and central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the nursery Setting Lead will make a decision based on the severity and location of this flooding. It may be deemed necessary to follow the same procedure as the fire evacuation procedure. In this instance children will be kept safe and parents will be notified in the same way as the fire procedure (see Fire safety policy).

Should the nursery be assessed as unsafe through flooding, fire or any other incident we will follow our Nursery operational plan and provide care in another location or options for childcare facilities in the local area.

Fire
Please refer to the Fire safety policy.

Burglary
The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises.
The Setting Lead or most senior member of staff on site will always check the premises as they arrive in the morning.
Should they discover that the nursery has been broken into they will follow the procedure below:

- In an emergency dial 999 or non-emergency dial 101 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon
- Contain the area to ensure no-one enters until the police arrive
- Where it is safe to do so, the staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice. This may include temporary short-term closure and/or following the relocation procedure under the flood section wherever necessary to ensure the safety of the children
- The Setting Lead on duty will help the police with enquiries e.g. by identifying items missing, areas of entry etc.
- A Setting Lead will be available at all times during this time to speak to parents, reassure children and direct enquires
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery
- Arrangements will be made to ensure the nursery is made safe and secure again.

Abduction or threatened abduction of a child

We have secure safety procedures in place to ensure children are safe while in our care, including taking reasonable steps to ensure that children do not leave the premises unsupervised and to prevent unauthorised persons entering the premises and at risk of abduction.

Staff are vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. We also have visual reminders about closing the door behind them to prevent tailgating (another person accessing entry behind them). Visitors and general security are covered in more detail in the Supervision of visitor's policy.

Children will only be released into the care of a designated adult; see the Arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody proceedings or family concerns as soon as they arise, so the nursery is able to support the child. The nursery will not take sides in relation to any custody arrangements and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access **unless** a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery, we have the following procedures which are followed immediately:

- The staff member will notify management immediately and the Setting Lead will take control, dialling 999 and requesting the police, instructions from the emergency response team will be followed
- The parent(s) will be contacted
- All other children will be kept safe and secure, reassured and calmed where necessary

- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may have impacted on this abduction
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was abducted, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of the incident
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

Bomb threat/terrorism attack
If a bomb or terrorist attack threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible, raising the alarm and contacting emergency services as soon as the phone call has ended. The management will follow the fire evacuation procedure and guidance from the emergency services to ensure the safety of all on the premises. The person who took the call will provide as much detail to the emergency services as possible. Ofsted will be notified.

With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

Any other significant incidents
All incidents will be managed by the Setting Lead on duty and all staff will co-operate with any emergency services on the scene, where applicable. The fire evacuation procedure will be followed for any other incident that requires an emergency evacuation. Other incidents e.g. no water supply, will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the nursery.

If there is an incident outside of the nursery building and it is safer to stay inside the building, we will follow the Lockdown policy. Emergency services advice will be taken.

National outbreaks of infection and/or health pandemics
In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice and advice from our insurance provider.

The setting will remain open as long as we have sufficient staff to care for the children. Depending on the nature of the pandemic we will follow all advice and implement measures to ensure that risks to vulnerable children and staff are minimised. This may include excluding infected children, staff, parents or family members from the setting for a set period of time, to prevent the spread of infection. This decision will be made in consultation with parents,

staff, legal advice and our insurance provider. Each case will be reviewed on an individual basis.

The nursery Setting Lead will notify Ofsted in the event of a critical incident.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		21st Feb 25

Children's Corner Day Nursery

Lock Down Policy

We take all reasonable steps to ensure the safety of children, staff and others on the premises, communicating policies clearly to staff on induction and through training. Parents are informed about the procedures through the prospectus, website and reminders through newsletters.

In the event of an emergency requiring a full lock down, the following procedure will be implemented.

Lock down procedure
We will use the lock down procedure when the safety of the children, staff and others on the premises are at risk and we are better placed inside the current building, with doors and windows locked and blinds and/or curtains closed.

We will activate this emergency procedure in response to a number of situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a local risk of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving.

In this case the staff will be notified by the following action:

Insert action here:
Signal **for lock down whistle blown – 3 long blows**
Signal for all-clear

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and lock doors wherever safe to do so.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room so they are not placed at risk or are able to see any situation developing outside.

Internal communications will be kept to a minimum. Communication between rooms will be through internal telephones.

The Setting Lead will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation. The Setting Lead or

acting Setting Lead will manage the situation dependent upon the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.

Once the all-clear has been given externally, the Setting Lead will issue the all-clear internally. After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one to one time with their key person to talk about these.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully and the procedure went as planned. Ofsted will be informed.

Regular drills will be held to practice exercising the lock down procedures, using non-alarming scenarios.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th May 23		21st Feb 25

Children's Corner Day Nursery

Adverse Weather Policy

At **CCDN** we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these impact on the ability of the nursery to open or operate, we will contact parents via email.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood
In the case of a flood, we will follow our Critical incident policy to enable all children and staff to be safe and continuity of care to be planned for.

Snow or other severe weather
If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the Setting Lead will decide whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all options have been explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Heat wave
Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun. Children will not be allowed in direct sunlight between 11.00am – 3.00pm on hot days between March and October, following NHS sun safety advice. Shaded areas are provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to. For further details please refer to our Sun care policy.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th May 23		21st Feb 25

Children's Corner Day Nursery

Supervision of Children Policy

EYFS: 3.29

At **Children's Corner Day Nursery,** we have suitable staffing arrangements to meet the needs of all children and ensure their safety. The nursery Setting Lead is responsible for all staff, students and relief/agency staff receiving information on health and safety policies and procedures in the nursery in order to ensure they are adequately supervising the children, including whilst they are eating.

Supervision

We ensure that children are always supervised adequately, whether children are in or out of the building, including eating through:

- Appropriately deploying staff members meeting the ratio and qualification requirements to ensure children' needs are met and continuing to monitor this across the setting regularly. This includes informing parents and/or carers about staff deployment, and, when relevant and practical involving them in these decisions
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff
- Completing registers as soon as soon children enter and leave the premises and carrying out head counts throughout the day
- Risk assessing activities/experiences and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards, and fully supervising any activities that may pose this risk
- Ensuring children are fully supervised at all times when involved in all types of water play/paddling pools as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g., a climbing frame, and when walking up or down steps/stairs
- Support children to identify, minimise and manage risks in their play
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
- Supervising children at all times when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of staff Supervising sleeping babies/children and never leaving them unattended
- Never leaving babies/children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required.
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Visits and Outings policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g., hire of a bouncy castle and a member of staff MUST always supervise the children.

This policy was adopted on	Signed on behalf of the nursery	Date for review
7th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Supervision of Visitors Policy

At **CCDN** we take all reasonable steps to ensure the safety of children in our care. This includes making sure any visitors to the nursery are properly identified and supervised at all times.

All visitors must sign the visitors' book on arrival and departure.

Visitors may include prospective parents, other professionals, e.g. local authority workers, Ofsted inspectors, people in the community that may come to talk to the children (e.g. librarians), contractors to complete work, deliveries etc.

Where applicable, we ask visitors to book in advance, so arrangements can be made to accompany them. The identity is checked of any visitors attending in a professional capacity, e.g. Ofsted inspectors, speech and language therapists.

All visitors are informed of any relevant policies including the Fire safety procedures and Mobile phone and electronic device use policy including the use of smartwatches and other devices capable of recording or sharing audio and/or images, e.g. smart (camera) glasses.

We give each visitor a visitor's badge to wear to identify themselves to staff and parents within the nursery. A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the Setting Lead.

Security of premises

- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to leave the nursery unattended
- Staff, parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery.

The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		17th Feb 2025

Children's Corner Day Nursery

Personnel Policy

EYFS: 3.9 – 3.13, 3.20-3.26

Our personnel policy refers to our rules of conduct to support the relationship with employees in the attainment of the nursery objectives.

At **Children's Corner Day Nursery,** we aim to have a high-quality staff team that act at all times in the best interests of children's safety and welfare. To achieve this, we have a range of policies to support the recruitment, development, and retention of staff.

The nursery's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development
- The statutory requirements of the Early Years Foundation Stage
- The individual needs of the children, including maintaining continuity of care
- Compatibility between all members of staff and the building of a good team spirit
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential
- Equal pay for work of equal value
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure:

- The provision of a person specification and job description for every member of staff prior to an interview
- All interviews follow our recruitment procedures to ensure safe and fair and non-discriminatory recruitment occurs
- The provision of a statement of terms and conditions and contract for every member of staff in employment (contract to be received by new employee on the first day of employment)
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on an enhanced Disclosure and Barring Service (DBS) clearance and satisfactory references) with the induction procedure and any details of other information relevant for their first day of work
- New members of staff will be provided with copies of all the policies and procedures, and we will ensure their understanding and adherence to these over an induction period. They will receive induction training including information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues
- All staff receive effective supervision including support, coaching, and training to promote the best interests of children. Staff are also provided with ongoing training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves
- We promote staff well-being (see Well-being for Staff Policy) and foster team working through regular meetings and team events/outings

- Discrimination or harassment of any member of staff relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third-party harassment by those not employed by the nursery.

This policy is reviewed at least annually in consultation with staff.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
7th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Safe Recruitment of Staff Policy

EYFS: 3.9 – 3.26

At **Children's Corner Day Nursery,** we are vigilant in our recruitment procedures aiming to ensure that all people working looking after children are suitable to fulfil the requirements of their role. We have effective systems in place to ensure that practitioners and any other person who may have regular contact with children are suitable.

We follow this procedure each and every time we recruit a new member of staff to join our team.

Legal requirements

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations including our legal responsibilities under the Equality Act 2010.
- Keeping children safe in education 2025 – focuses on ensuring Recruitment is robust to keeping children safe, this statutory document comes into effect from September 2025.
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the child protection/safeguarding policy for further information.

Advertising

- We use Indeed, gumtree and local social media pages to advert. Recently we have used recruitment agency called Nurse Seekers to advertise for any vacancies.
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee; one has to be from their last employer in childcare position. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

Interview stage

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not
- All shortlisted candidates receive a job description, a person specification, an equal opportunity monitoring form and a request for identification prior to the interview.
- The Setting Lead decides the most appropriate people for the interview panel. There will be at least two people involved are both are involved in the overall decision making
- At the start of each interview all candidates' identities are checked using, for example, their passport and/or photo card driving licence. All candidates are required to prove

they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history

- All candidates reaching the interview stage are questioned using the same set criteria and questions, some questions may be required due to specifics in the application form to tease out knowledge and experience. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the nursery. The questions are value based and will ensure the candidate has the same values as the nursery with regards to the safety and welfare of the children in their care
- Candidates will be given a score for their answers including a score for their individual experience and qualifications
- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, staff, and where appropriate parents
- In addition, the Setting Lead will carry out an online search for every shortlisted candidate. This may help identify any incidents or issues publicly available online, which may be explored with the applicant at interview
- The Setting Lead and deputy will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early year's framework as well as the needs of the nursery
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

Starting work

- The successful candidate will be offered the position subject to at least one reference being from previous employment within childcare position or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file
- Checked on DBS Barring service
- Enhanced DBS and are on Update Service
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked, and copies taken for their personnel files where applicable, if Photocopied, on the back of the certificate the recruiting Lead will write "photocopy of original certificate", name and date and signature of the lead.
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the nursery manages health problems including access to medical records
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the

nursery and they will not have unsupervised access to any child or their records before this check comes back clear. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not)

- An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken
- There may be occasions when a DBS check is not clear, but the individual is still suitable to work with children. This will be treated on an individual case basis and at the Setting Lead's/owner's discretion taking into account the following:
    - seriousness of the offence or other information
    - accuracy of the person's self-disclosure on the application form
    - nature of the appointment including levels of supervision
    - age of the individual at the time of the offence or other information
    - the length of time that has elapsed since the offence or other information
    - relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, Setting Leads may use the update service with the candidate's permission instead of carrying out an enhanced DBS check
- New starters are required to sign (application form, contract) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a 'mentor/ buddy' who will introduce them to the way in which the nursery operates
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation procedures, equality policy and health and safety issues
- The new member of staff will have regular meetings with the Setting Lead and their 'mentor/buddy' during their induction period to discuss their progress, support required and/or further training and professional development opportunities.

Ongoing support and checks

- All staff are responsible for notifying the Setting Lead in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the Setting Lead **immediately**
- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or

additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the absence management policy

- The nursery Setting Lead will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. Please see the Disciplinary Policy for further details
- All staff will get formal annual performance review where health declaration will be completed
- The Setting Lead, deputy and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations, and constructive feedback
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

This policy was adopted on	Signed on behalf of the nursery	Date for review
7th Jan 23		*8th July 2025*

Children's Corner Day Nursery

Suitability of Staff Policy

EYFS: 3.9-3.18, 3.20-3.26

At **Children's Corner Day Nursery,** we are committed to ensuring that all staff, including students, volunteers and any agency/supply staff are suitable to fulfil the requirements of their role in order to work with or be in regular contact with children. We have effective systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff and/or student supervision.

The nursery Setting Lead is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the nursery before these checks are completed but they must be always supervised by staff who already hold an enhanced check and the check has been applied for.

All nursery staff will be informed of any staff awaiting enhanced DBS clearance.

Staff awaiting these checks will **never**:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by staff holding an enhanced check
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Be involved in looking at a child's learning and development log, but can contribute to it
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the nursery day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and nursery management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training, and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training, and information they may require.

We request confirmation that all necessary checks have been completed by the agency before using any supply/agency staff. We have a short induction prior to them working with the children. It is our policy that all agency/supply staff are fully supervised and not left alone with children.

Once checks are obtained, we record the criminal records check reference number, the date the check was obtained and details of who obtained it. We also collect this information for any agency/supply staff prior to using them.

Following guidance in section 3.11 (EYFS 2021), we request staff complete annual declarations in relation to their ongoing suitability to work with children. Staff are also expected to disclose any circumstances that may affect their suitability to work with children at any time.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
7th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Staff Development and Training Policy

EYFS: 3.20 – 3.26

At **Children's Corner Day Nursery,** we value our staff highly. We believe that ongoing personal and professional development is essential for the delivery of high-quality learning and development opportunities for children in their early years

The overall quality of our nursery is underpinned by our staff having the appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities.

Every staff member is given the opportunity to further develop their training, knowledge, and skills through a comprehensive and targeted programme of professional development. High-quality professional supervision is also provided, this provides each staff member with support, coaching and training and promotes the interests of children. Each meeting is planned based on individual performance related targets, consistent and sharply focused observation, and evaluations of the impact of staff's practice.

We ensure that **50-60%** of staff are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other staff working at the nursery are either qualified to Level 2 or undertaking training. Where necessary staff will be supported to achieve a suitable level 2 qualification in Maths and English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator.

We strongly promote continuous professional development, and all staff have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed.

To facilitate the development of staff we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff
- Encourage staff to contribute ideas for change within the nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy, and activity planning
- Encourage staff to further their experience and knowledge by attending relevant external training courses
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the nursery
- Provide regular in-house training relevant to the needs of the nursery

- Carry out regular termly supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out annually monthly where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs
- Develop a training plan that sets out the aims and intended outcomes of any training, addressing both the qualification and continuous professional development needs of the nursery and individual staff
- Carry out training need analyses for all individual staff, the team, and for the nursery every six months
- Promote a positive learning culture within the nursery
- Offer annual team building training
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff and assign a 'work buddy' to coach, mentor and support new staff
- Offer ongoing support and guidance
- Offer varied information sources including membership of local and national organisations, resources, publications, and literature to all staff.

This policy was adopted on	Signed on behalf of the nursery	Date for review
7th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Supervision Policy

EYFS: 3.22, 3.23

At **Children's Corner Day Nursery,** we implement a system of supervision for all of our staff following their induction and probation period. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork, and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their Setting Leads to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills/training needs in order to progress in their role
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children. (This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders or changes to their health. These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure).

The frequency of supervision meetings is termly according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery. This clearly sets out who does what and the timeframe, i.e., what the Setting Lead is responsible for and what the Teaching, Learning and Progress Lead needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision, we will ask them to identify three things they have enjoyed about their job or that they have done well since the last supervision and one thing they have least enjoyed or requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

There may be times when supervision may be increased for members of the team as and when needed, i.e., if they have particular concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness or on request from staff.

It is the responsibility of the Setting Lead to plan time to ensure that all staff receive supervisions.

At **Children's Corner Day Nursery** supervision is carried out by the Setting Lead/ deputy/ room leaders. If for any reason a supervision is cancelled a new date will be rearranged within 3 days.

All members of staff responsible for carrying out supervisions are trained and supported prior to carrying these out.

Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The supervision process will be evaluated once a year through staff feedback and is used as part of the overall performance monitoring system at the nursery.

This policy was adopted on	Signed on behalf of the nursery	Date for review
7th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Data Protection and Confidentiality Policy

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

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR), Data Protection Act 2018 and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

Procedures

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

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

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

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

General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance
In order to meet our requirements under GDPR we will also undertake the following:

- We will ensure our terms and conditions, privacy and consent notices are easily accessed and made available in accurate and easy to understand language
- We will use personal data to ensure the safe, operational and regulatory requirements of running our nursery, these include **HR information, Children's personal information**. We will only make contact in relation to the safe, operational and regulatory requirements of running our nursery, these include **Safeguarding issues**. We will not share or use personal data for other purposes. Further detail can be found in the GDPR privacy notice
- Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations)
- We will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
    - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'
    - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a Teaching, Learning and Progress Lead gains consent, or if to gain consent would place a child at risk.

Staff and volunteer information

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

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th May 23		21st Feb 25

Children's Corner Day Nursery

Record Retention Policy

EYFS: 3.72, 3.80

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

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

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

Children's records - A reasonable period of time after children have left the provision. We will follow the Local Authority procedure here and these states they should be kept forever, as they are electronically saved on EySetting Lead server.

Records relating to individual children e.g., care plans, speech, and language referral forms – We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records.
Copies will be kept for a reasonable period. We will follow the Local Authority procedure here and these states they should be kept on EySetting Lead server as electronic copies.

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

Safeguarding Records and Cause for Concern forms – we will pass these on to the child's new educational establishment e.g., school. In the event that we are not informed of the child's new placement, we will keep the records until the child has reached 25 years old.

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

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

Type of accidents include fractures, broken limbs, serious head injuries or where the child is hospitalised. Until the child reaches the age of 21 years and 3 months

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

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

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

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

This policy will be reviewed annually and amended according to any change in law/legislation.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Family Friendly Policy

Maternity rights
This section is for pregnant employees and new mothers. It details their rights, which fall into three main categories:

- Paid time off for antenatal care
- Maternity leave
- Maternity benefits.

Ante-natal care
You are entitled to be paid your normal rate of pay for any appointments during working hours related to antenatal care. In order to receive payment an appointment card must be produced confirming the appointment and you will be expected to return to work after keeping your appointment wherever possible. When a certificate confirming pregnancy is issued, this must be handed in as soon as possible.

Ordinary maternity leave
You are entitled to 26 weeks' ordinary maternity leave and have the right to return to work in your previous job. These rights apply regardless of length of service, or the number of hours worked.

If you work full time, you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider offering part time work. Requests should be made in writing to your employer, giving as much notice as possible.

You can start your ordinary maternity leave at any time from the 11th week before the expected week of childbirth (EWC) and there is a two-week compulsory maternity leave period following the birth (four weeks for factory workers). For all maternity leave purposes "childbirth" is either a live birth before the end of the 24th week of pregnancy or a live or still birth after the 24th week of pregnancy.

Throughout the ordinary maternity leave period, all your terms and conditions of employment are maintained with the sole exception of pay.

Additional maternity leave
Additional maternity leave starts at the end of the ordinary maternity leave period and ends 26 weeks later. As with ordinary maternity leave, all your terms and conditions of employment are maintained throughout this period with the sole exception of pay.

Notification
The notice periods detailed below must be complied with in order to safeguard your rights.
You must notify your employer in writing by the 15th week before the EWC of the following:

- That you are pregnant
- The EWC
- The date on which you intend to start your maternity leave.

You must also provide a certificate (normally a form MAT B1) stating the EWC.
Your employer will then write to you within 28 days to confirm your date of return to work. You can change the date on which you intend to start your maternity leave by giving your employer at least 28 days written notice.

Returning to work
If you take the full entitlement to maternity leave your return date will be the date previously notified to you by your employer. If you wish to return early you must give your employer eight weeks' written notice of your early return date. Your early return may be delayed if this procedure is not followed.

If you intend to return to work at the end of your maternity leave but fail to do so, your employer's normal rules regarding absence will apply.

Maternity benefits
Although you do not need any qualifying service or to work a minimum number of hours to be entitled to maternity leave or the right to return to work, in order to qualify for Statutory Maternity Pay (SMP) from your employer, you need to have the following:

- At least 26 weeks continuous service at the end of the 15th week before the EWC (this is known as the "qualifying week" for maternity pay purposes)
- Average earnings above the National Insurance lower earnings limit during the eight weeks before the qualifying week.

If you meet these conditions, you are entitled to a maximum of 39 weeks SMP which is calculated as:

- Six weeks at 90% of average weekly earnings
- 33 weeks at the lesser of the lower rate of SMP or 90% of average weekly earnings.

If you do not qualify for SMP you may be entitled to Maternity Allowance (MA).

Sickness absence during pregnancy
If you are absent from work because of a pregnancy related illness or reason at any time during the four weeks before your EWC, the ordinary maternity leave period begins on the first day of absence. If the pregnancy related absence began before the fourth week, then the ordinary maternity leave period begins at the start of the fourth week.

If you are absent from work and the illness is not pregnancy related, the maternity leave period will begin on the date you have previously notified.
If you are absent from work in the weeks leading up to your maternity leave it may affect the higher rate of SMP (90% of normal pay) because it is based on your average earnings in the eight weeks prior to the qualifying week.

Adoption rights
This section is similar to the previous section but deals with employee rights on the adoption of a child, which fall into three main categories:

- Paid time off to attend pre-adoption appointments

- Adoption leave
- Adoption benefits.

Pre-adoption appointments
If you are the primary or sole adopter and you have been advised that a child is due or expected to be placed with you for adoption you are entitled to be paid your normal rate of pay for up to five pre-adoption appointments during working hours. The appointments must have been made by or at the request of the adoption agency and in order to receive payment an appointment card must be produced confirming each appointment. The maximum time off for each appointment is six and a half hours and you will be expected to return to work after keeping your appointment wherever possible.

Ordinary adoption leave
If you are the adoptive parent who has elected to take adoption leave you have the right to 26 weeks' ordinary adoption leave, which includes two weeks' compulsory adoption leave. You can start your adoption leave as soon as the child is placed with you for adoption or if pre-notified up to 14 days before that date.

You are entitled to return to work in your previous job after the ordinary adoption leave period. If you work full time, you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Throughout the ordinary adoption leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Additional adoption leave
If you are entitled to ordinary adoption leave, additional adoption leave starts at the end of the ordinary adoption leave period and ends 26 weeks later. As with ordinary adoption leave, all your terms and conditions of employment are maintained throughout this period with the sole exception of pay.

Notification
The notice periods detailed below must be complied with in order to safeguard your rights.

You must notify your employer in writing of the following no later than seven days after being matched with a child for adoption:

- The date of placement of the child for adoption
- The date on which you intend to start your adoption leave.

You must also provide an Adoption Certificate from the approved adoption agency. Your employer will then write to you within 28 days to confirm your date of return to work. You can change the date on which you intend to start your adoption leave by giving your employer at least 28 days' written notice.

Returning to work
If you take the full entitlement to adoption leave your return date will be the date previously notified to you by your employer. If you wish to return early you must give your employer eight weeks' written notice of your early return date. Your early return may be delayed if this procedure is not followed.

If you intend to return to work at the end of your adoption leave but fail to do so, your employer's normal rules regarding absence will apply.

Adoption benefits
Although you do not need any qualifying service or to work a minimum number of hours to be entitled to adoption leave or the right to return to work, in order to qualify for Statutory Adoption Pay (SAP) from your employer, you need to have the following:

- At least 26 weeks' continuous service at the end of the week in which the child was matched with you for adoption
- Average earnings above the National Insurance lower earnings limit during the eight weeks before the week in which the child was matched with you for adoption.

If you meet these conditions you are entitled, subject to special rules where the adoption is disrupted or where the child reaches age 18, to a maximum of 39 weeks SAP, calculated as:

- Six weeks at 90% of average weekly earnings
- 33 weeks at the lesser of the lower rate of SAP or 90% of average weekly earnings.

In order to be paid SAP, you should notify your employer in writing of the following no later than 28 days before the date on which you wish your SAP period to begin:

- The name and address of the approved adoption agency
- The date on which the child is expected to be placed for adoption and where the child has already been placed for adoption, the date of placement
- The date on which you were informed that the child was to be placed with you for adoption.

Paternity rights (birth)
Ante-natal appointments
You are entitled to accompany the child's mother on up to two ante-natal appointments without pay during working hours. This is on condition that you have or expect to have responsibility for the upbringing of the child and that you are the biological father of the child or are married to or are the partner of the child's mother. The maximum time off for each appointment is six and a half hours and you will be expected to return to work after keeping your appointment wherever possible.

Ordinary paternity leave
If you have at least 26 weeks' continuous service at the end of the 15th week before the EWC, you are entitled to choose to take either one week or two consecutive weeks of ordinary paternity leave if you meet the following conditions:

- You have or expect to have responsibility for the upbringing of the child

- You are the biological father of the child or are married to or are the partner of the child's mother.

You cannot start your ordinary paternity leave until the child is born and it must end within 56 days beginning with the date on which the child is born or the first day of the EWC, whichever is the later. You must give prior notice of the day you intend to start your ordinary paternity leave, which can be:

- The day on which the child is born
- A day which you specify as a number of days after the day on which the child is born
- A pre-determined date, which must be later than the first day of the EWC.

Throughout the ordinary paternity leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Paternity benefits

If you are entitled to ordinary paternity leave and your average earnings were above the National Insurance lower earnings limit during the eight weeks up to and including the 15th week before the EWC, you are entitled to be paid Statutory Paternity Pay (SPP). SPP is paid during the entire ordinary paternity leave period and is the lesser of:

- The standard rate of SPP, or
- 90% of average weekly earnings.

Notification

To safeguard your rights to ordinary paternity leave and pay you must complete Form SC3 by the 15th week before the EWC. You can change the date on which you intend to start your ordinary paternity leave by completing a new Form SC3 at least 28 days before the original leave date.

Paternity rights (adoption)

Pre-adoption appointments

If you are the primary adopter's partner and you have been advised that a child is due or expected to be placed with you, you are entitled to attend up to two pre-adoption appointments without pay during working hours. The appointments must have been made by or at the request of the adoption agency and the maximum time off for each appointment is six and a half hours. You will be expected to return to work after keeping your appointment wherever possible.

Ordinary paternity leave

If you have at least 26 weeks' continuous service at the end of the week in which the child's adopter is matched with the child for a UK adoption, you are entitled to choose to take either one week or two consecutive weeks of ordinary paternity leave if you meet the following conditions:

- You are not taking adoption leave in respect of the child
- You have or expect to have responsibility for the upbringing of the child
- You are married to or are the partner of the child's adopter.

You cannot start your ordinary paternity leave before the day the child is placed with the adopter and it must end within 56 days beginning with the date of placement. You must give prior notice of the day you intend to start your ordinary paternity leave, which can be:

- The day on which the child is placed with the adopter
- A day which you specify as a number of days after the day on which the child is placed with the adopter
- A pre-determined date, which must be later than the date on which the child is expected to be placed for adoption.

Throughout the ordinary paternity leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Paternity benefits

If you are entitled to ordinary paternity leave and your average earnings were above the National Insurance lower earnings limit during the eight weeks before the week in which the child was matched for adoption, you are entitled to be paid Statutory Paternity Pay (SPP). SPP is paid during the entire ordinary paternity leave period and is the lesser of:

- The standard rate of SPP, or
- 90% of average weekly earnings.

Notification

To safeguard your rights to ordinary paternity leave and pay you must complete a Form SC4 no later than seven days after the date on which the adopter is notified of having been matched with the child for adoption. You can change the date on which you intend to start your ordinary paternity leave by completing a new Form SC4 at least 28 days before the original leave date.

Shared parental rights (birth)

Introduction

Many parents will be able to share leave in the year after their child's birth and take leave in a more flexible way by stopping and starting their shared parental leave, taking their leave at the same time, and returning to work between periods of leave.

To qualify for shared parental leave you must have at least 26 weeks' continuous service at the end of the 15th week before the EWC and still be in employment the week before you take the shared parental leave. In addition, you must share the main responsibility for the care of the child that the shared parental leave and pay relates to with the other parent and meet an 'employment and earnings' test.

Opting into shared parental leave and pay

If the mother and her partner agree, the mother can curtail her current maternity leave and 'convert' what remains of the leave period into shared parental leave (SPL). The mother must do this by giving formal notice to her employer and, if you are the mother, we have a form that can be completed to provide the required information. At least eight weeks' notice must be given to curtail maternity leave, at which time the mother and her partner must also give their respective employers an indication of how they intend to take the shared parental leave and pay.

The mother's notice to curtail maternity leave will normally be accompanied by a notice of entitlement to take shared parental leave and a request for a period of shared parental leave and pay. Once notice to curtail maternity leave has been given, it can only be withdrawn in very limited circumstances. However, if the mother gives notice to curtail her maternity leave before the child is born, she has up to six weeks after the birth to change her mind. If the mother revokes her curtailment notice, she remains on maternity leave and can give a new notice to curtail her maternity leave at a later date.

Taking shared parental leave

Before you can take shared parental leave and pay you must provide your employer with a notice of your entitlement to shared parental leave and pay, and this must be accompanied by a 'declaration' from your partner. This is a 'one off' notice and, if you are the mother, you will already have given this notice with your notice to curtail your maternity leave. If you are the mother's partner we have a form that can be completed to provide the required information. The total number of weeks of SPL available is 52 weeks minus the maternity leave that the mother has already taken (including the compulsory maternity leave period). The leave must be taken in whole weeks (part-weeks count as whole weeks), and it must be taken before the child's first birthday.

All your terms and conditions of employment are maintained throughout the SPL period with the sole exception of pay and, if your combined total of maternity/paternity and SPL does not exceed 26 weeks, you are entitled to return to work in your previous job. If you work full time you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Notification

You are allowed three 'notifications' to take a period of SPL. A minimum of eight weeks' notice must be given before each period of leave, and the mother's first notice to take SPL will usually be included as part of the notice to curtail maternity leave.

If your notice is for a continuous period of SPL, for example six weeks off, it cannot be refused. If, however, your notice is for a discontinuous period of leave, for example six weeks comprising three weeks of SPL, three weeks in work, then three weeks of SPL, this can be refused. The first two weeks of the eight week notice period are to enable you and your employer to discuss this type of request and to try to reach agreement on the pattern of leave.

If agreement cannot be reached you have until the 15th day after you submitted your request (i.e. the day after the discussion period expires) to either let the request stand or to withdraw the request. If you let the request stand your employer can insist that the SPL is taken as a period of continuous leave (in the above example as a continuous period of six weeks). You then have five days in which to decide the start date for the period of continuous leave, otherwise it will start on the date of the first period you previously notified. Alternatively, you can withdraw the request and it will not count as one of your three notifications.

If you want to change the dates of a previously notified period of SPL and your employer agrees to this, then the change does not count as a formal 'notification'. If, however, your employer does not agree to the change you can submit a formal notification of the change (giving at least eight weeks' notice). Your employer will have to accept this notification, but the change will count as one of your three 'notifications'.

Statutory Shared Parental Pay
If you qualified for SMP, MA or SPP you will also qualify for Statutory Shared Parental Pay (SSPP). The total number of weeks of SSPP available is 39 weeks minus the number of weeks of SMP already paid to the mother. SSPP is paid at the lesser of:

- The standard rate of SSPP, or
- 90% of average weekly earnings.

As there will be more weeks of SPL available than weeks of SSPP, employees who claim SSPP will be required to sign a declaration stating the total pay available and the total pay received.

Shared parental rights (adoption)
Introduction
Many parents will be able to share leave in the year after the adoption and take leave in a more flexible way by stopping and starting their shared parental leave, taking their leave at the same time, and returning to work between periods of leave.

To qualify for shared parental leave you must have at least 26 weeks' continuous service at the end of the week in which the adopter is notified of having been matched with a child for adoption and still be in employment the week before you take the shared parental leave. In addition, you must share the main responsibility for the care of the child that the shared parental leave and pay relates to with the other parent and meet an 'employment and earnings test'.

Opting into shared parental leave and pay
If the primary adopter and their partner agree, the primary adopter can curtail their current adoption leave and 'convert' what remains of the leave period into shared parental leave (SPL). The primary adopter must do this by giving formal notice to the employer and if you are the primary adopter, we have a form that can be completed to provide the required information. At least eight weeks' notice must be given to curtail adoption leave, at which time the primary adopter and their partner must also give their respective employers an indication of how they intend to take the shared parental leave and pay.

The primary adopter's notice to curtail adoption leave will normally be accompanied by a notice of entitlement to take shared parental leave and a request for a period of shared parental leave and pay. Once notice to curtail adoption leave has been given, it can only be withdrawn in very limited circumstances.

Taking shared parental leave
Before you can take shared parental leave and pay you must provide your employer with a notice of your entitlement to shared parental leave and pay, and this must be accompanied by a 'declaration' from your partner. This is a 'one off' notice and, if you are the primary

adopter, you will already have given this notice with your notice to curtail your adoption leave. If you are the secondary adopter/adopter's partner we have a form that can be completed to provide the required information. The total number of weeks of SPL available is 52 weeks minus the adoption leave that the primary adopter has already taken (including the compulsory adoption leave period). The leave must be taken in whole weeks (part-weeks count as whole weeks), and it must be taken during the first year following the adoption.

All your terms and conditions of employment are maintained throughout the SPL period with the sole exception of pay and if your combined total of adoption/paternity and SPL does not exceed 26 weeks, you are entitled to return to work in your previous job. If you work full time you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and will, on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Notification
You are allowed three 'notifications' to take a period of SPL. A minimum of eight weeks' notice must be given before each period of leave, and the primary adopter's first notice to take SPL will usually be included as part of the notice to curtail adoption leave.

If your notice is for a continuous period of SPL, for example six weeks off, it cannot be refused. If however, your notice is for a discontinuous period of leave, for example six weeks comprising three weeks of SPL, three weeks in work, then three weeks of SPL, this can be refused. The first two weeks of the eight week notice period are to enable you and your employer to discuss this type of request and to try to reach agreement on the pattern of leave.

If agreement cannot be reached you have until the 15th day after you submitted your request (i.e. the day after the discussion period expires) to either let the request stand or to withdraw the request. If you let the request stand your employer can insist that the SPL is taken as a period of continuous leave (in the above example as a continuous period of six weeks). You then have five days in which to decide the start date for the period of continuous leave, otherwise it will start on the date of the first period you previously notified. Alternatively, you can withdraw the request and it will not count as one of your three notifications.

If you want to change the dates of a previously notified period of SPL and your employer agrees to this, then the change does not count as a formal 'notification'. If, however, your employer does not agree to the change you can submit a formal notification of the change (giving at least eight weeks' notice). Your employer will have to accept this notification, but the change will count as one of your three 'notifications'.

Statutory Shared Parental Pay
If you qualified for SAP or SPP you will also qualify for Statutory Shared Parental Pay (SSPP). The total number of weeks of SSPP available is 39 weeks minus the number of weeks of SAP already paid to the primary adopter. SSPP is paid at the lesser of:

- The standard rate of SSPP, or
- 90% of average weekly earnings.

As there will be more weeks of SPL available than weeks of SSPP, employees who claim SSPP will be required to sign a declaration stating the total pay available and the total pay received.

Parental leave
Parents of children born or placed for adoption are entitled, on completion of one year's service with the nursery, to take unpaid parental leave. The right applies to mothers and fathers and to a person who has legal parental responsibility. Parents who already have at least one year's service are able to start taking parental leave when the child is born or adopted and the remainder are able to start taking parental leave as soon as they have completed one year's service.

Parents are entitled to 18 weeks' leave for each child, to be taken before the child reaches age 18. Parents must give 21 days' written notice to take parental leave and it must be taken in blocks or multiples of one week (part-weeks, including single days or part days, count as whole weeks) up to a maximum of four weeks in any one year. Parents of disabled children for whom a disability living allowance has been awarded have the additional flexibility to take leave in days without them being counted as whole weeks, although part days count as full days.

Leave can be postponed by the nursery for up to six months where the business cannot cope, except when a father gives the above advance notice to take leave immediately after the date when the child is born or when the partner of a primary adopter gives the above advance notice to take leave immediately after the date when the child is placed for adoption.

Time off for dependants
You will be allowed to take reasonable time off work without pay to deal with an emergency involving a dependant. The amount of time off allowed will depend on the circumstances.

For example, if a dependant is ill or injured, reasonable time off will be given to deal with the emergency – this does not mean that you will be allowed to take time off to look after the dependant personally.

Compassionate leave
This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependent or other relative for whom the employee has special responsibility or has had special ties.

Generally, the amount of time off required will be at the Setting Lead's or senior management team's discretion and will depend on individual circumstances but up to 37 hours (the equivalent of one working week) paid leave would be considered.

Death of a child
If an employee experiences the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, the employee will be entitled to two weeks' paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks.

Support will be given including making reasonable adjustments on the return to work and further ongoing support as required.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th May 23		21st Feb 25

Children's Corner Day Nursery

Menopause Policy

Introduction

Menopause is the time during an individual's life when menstruation periods permanently stop and an individual experiences hormonal changes. It is defined as occurring when the individual has experienced no periods for 12 consecutive months and no other biological or psychological cause can be identified. However, menopausal symptoms can begin months or years before periods stop and this stage is known as the perimenopause. According to the NHS website[7] symptoms last around four years after an individual's last period, although some can experience them for much longer.

The purpose of this policy is to provide details of how the nursery will support our staff who may be experiencing issues as a result of symptoms of the menopause. We aim to create a culture that encourages discussions to take place about any matters associated with the menopause and to create supportive working environment.

Aims

The aims of this policy are to:

- Foster an environment in which colleagues can openly and comfortably instigate conversations or engage in discussions about menopause
- Ensure everyone understands what menopause is, can confidently approach the subject and are clear on our policy and practices
- Educate and inform staff about the potential symptoms of menopause and how they can support individuals experiencing these symptoms at work
- Ensure that those who are experiencing menopause symptoms feel confident to discuss them and ask for any support and reasonable adjustments so they can continue to be successful in their roles
- Reduce absenteeism due to menopausal symptoms
- Assure individuals that as a responsible employer, we are committed to supporting their needs during menopause.

Employee responsibilities

All employees should contribute to a respectful working environment and be willing to support colleagues who may be experiencing the menopause. It is important that employees talk openly with their line Setting Lead if they need support with menopausal symptoms. All employees are responsible for:

- Taking personal responsibility to look after their health
- Being open and honest in conversations with Setting Leads
- Contributing to a respectful and productive working environment
- Being willing to help and support their colleagues
- Understanding any necessary adjustments their colleagues are receiving as a result of their menopausal symptoms.

During any discussions, your Setting Lead will consider your individual situation and evaluate if any adjustments can be made. Your individual needs will be addressed sensitively and confidentiality will be maintained.

[7] https://www.nhs.uk/conditions/menopause/

Employer responsibilities

Setting Leads are responsible for:

- Ensuring that no one experiences less favourable treatment as a result of the menopause
- Ensuring that any conversations are kept strictly confidential
- Putting in place any required support and/or adjustments where reasonably possible
- Recording any agreements made
- Holding regular reviews with employees regarding support required, including follow up meetings to review adjustments that have been made
- Seeking additional advice from occupational health where necessary
- Agreeing with the employee if other colleagues should be informed about any adjustments that have been agreed (even if the reason is not disclosed).

When responding to an employee experiencing difficulties caused by menopause, Setting Leads will maintain an open-door policy so that employees feel comfortable in approaching them. They will support staff to talk openly about their current situation and will not make presumptions about how it is affecting them.

We understand that employees may feel uncomfortable discussing personal information with their Setting Lead. If this is the case, they are encouraged to discuss their situation with another senior member of staff.

Workplace adjustments

As with any longstanding health-related condition, sympathetic and appropriate support from the nursery is crucial to provide employees with the support that they need. Above all, it is important to listen to individuals and respond sympathetically to any requests for adjustments at work.

There are numerous symptoms of the menopause that can affect an individual both physically and mentally. The menopause affects individuals in different ways and symptoms can start during the perimenopause and last for many years.

Some of the more common symptoms include:

- Hot flushes
- Differnces sleeping
- Fatigue
- Headaches
- Low mood or anxiety
- Problems with memory or concentration
- Anxiety
- Heavy and/or painful periods
- Panic attacks.

The following options are available to any employee who may be experiencing menopausal symptoms, depending on the needs of the individual and the business needs of the nursery.

Flexible working
We recognise that flexibility may be of significant benefit to someone who is experiencing menopausal symptoms. The Special considerations for employees policy describes ways in which the nursery may be willing to consider temporary changes to working arrangements, such as more frequent breaks or a change to start and finish times. If an employee does not wish to temporarily change their working arrangements, then this should be discussed with their line Setting Lead and any agreed changes will be regularly reviewed with the member of staff.

Temperature control
We strive to achieve a comfortable working temperature for employees. We will allow flexibility within the dress code where reasonable. We will also consider any other appropriate adjustments, for example changing an employee's work location including to nearer a window, providing blinds on windows, ensuring there is always the opportunity to access toilet facilities or providing cooling aids such as a desk fan.

Sickness absence (See the Absence management procedure)
If an employee is unwell due to menopausal symptoms, the nursery will provide them with all reasonable support during this period. It is important that employees feel that they are able to be open with their line Setting Leads about the reasons for any absences and feel supported by them. We would also encourage employees to discuss any relevant concerns with their GP and confirm to the nursery any relevant advice that the GP has provided.

Available support
Employees are encouraged to inform their line Setting Lead at an early stage if they are experiencing menopausal symptoms that could affect their work to ensure that symptoms are treated as an ongoing health issue rather than as individual instances of ill health.

Early notification will also help line Setting Leads to determine the most appropriate course of action to support an employee's individual needs. Employees who do not wish to discuss the issue with their direct line Setting Lead may find it helpful to have an initial discussion with a trusted colleague or another Setting Lead instead.

Employees and Setting Leads may find external sources of help and support useful including the following:
Information about the menopause, menopausal symptoms and treatment options (https://www.menopausematters.co.uk/)

Support for women experiencing premature menopause or premature ovarian insufficiency (https://www.daisynetwork.org/)

Information about events where strangers gather to eat cake, drink tea and discuss the menopause (https://www.menopausecafe.net/)

This policy was adopted on	Signed on behalf of the nursery	Date for review
[Insert date]		*21st Feb 25*

Children's Corner Day Nursery

Staff Working with Their Own Children/Close Relation Policy

EYFS: 3.1, 3.20, 3.80

At **Children's Corner Day Nursery,** we support all employees returning to work after having a baby and understand that there may be times when a member of staff chooses our nursery to provide childcare alongside them working or that there may be occasions when a member of staff is working in the same environment as a close relation e.g., niece or nephew.

In these cases, we request the member of staff meet with the nursery Setting Lead and room leader, where appropriate, to discuss how best this will work alongside the nursery business needs.

We believe children learn best when they are healthy, safe, and secure, have their individual needs met and have a positive relationship with the staff caring for them. It is our policy that all staff remain neutral and treat all children as individuals with the same regard.

When looking to accommodate staff members working alongside their own child or close relative in the nursery, we will make a decision/agreement based on the following circumstances:

- The individual needs of the child, including if they have any special educational needs and/or disabilities
- The number of rooms/number of staff/staff deployment/ratios
- Age/stage of development of the child
- Staff member's expertise and where/when they usually work
- Days/times the child attends
- Transition arrangements.

Whether the child or close relation is better placed within the same room or a different room from the staff member will be decided on a case-by-case basis

Once a decision has been made, an agreed set of guidelines will be developed between the nursery and the member of staff setting out the expectations of working with their child or close relation. This includes agreeing that during their time at nursery the child is in the care of the nursery, it is the nursery that retains responsibility for the child and their care and agreeing what they will do if they need to cover in different rooms, outdoor play etc. A similar agreement will be put in place for any staff who do not have direct care of the children e.g. Setting Lead, cook, admin but whose own child or family member attends the setting.

Staff caring for another staff member's child will treat them as they would any other parent/child.

Where this agreement is not working or is impacting on the care of the child or other children in the room, the Setting Lead will meet with the member of staff to review the agreement and the following will be considered:

- Time left until the child is due to transition to the next room/school
- Temporarily moving the staff member to another room. It is nursery policy to move the staff member and not the child (unless transitioning) so the child continues to be in the appropriate age/stage group and can forge consistent relationships with other children in the group
- Where the staff member is already in another room but there are concerns, there will be an agreement between the staff member, Setting Lead, and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again

Breastfeeding

Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.

This policy was adopted on	Signed on behalf of the nursery	Date for review
7th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Students Policy

EYFS: 3.20, 3.30

At **Children's Corner Day Nursery,** we are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students to join our staff team and gain work experience within our nursery. We will accept **One studen**t at a time as more students than this places undue pressure on staff. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

We expect all students to visit the nursery for an interview, followed by their student induction and nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student Handbook, and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

- All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety, and fire requirements of the nursery
- Students will be always supervised by the member of staff assigned to them and will not be left alone with the children. They may only change nappies if the Setting Lead is satisfied, they are competent, responsible and know the children well enough and always under close supervision
- Students will be supported to understand nursery policies and procedures including Safeguarding, Health and Safety, Equal Opportunities, Anti-Bribery, and Whistleblowing policies.
- All students are required to keep to our confidentiality policy
- It is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the Student Co-ordinator to receive feedback about the student's progress
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities
- An accurate evaluation of ability and performance for both students and training providers will be provided and the nursery will support students who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parents will be informed when students are present in the nursery e.g., via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student

- All students on placement must adhere to the same codes of conduct as permanent staff including timekeeping and dress codes
- All students are encouraged to contribute fully to the nursery routine and to spend some time in every area.
- Suitable students on long term placement and volunteers (aged 17 and over) and staff working as apprentices in early education (aged 16 and over) **maybe** included in ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.

In some cases, we may include students on long term placements (aged 17 and over) and staff working as apprentices in early education (aged 16 and over) in our staff: child ratios. This will be the discretion of the Setting Lead and only will only occur when the Setting Lead is satisfied the student/apprentice is competent and responsible.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
7th Jan 23		*24th July 25*

Children's Corner Day Nursery

Young Worker Policy

EYFS: 3.4, 3.11, 3.30

At **Children's Corner Day Nursery,** we support young workers and apprentices as we foster and shape the workforce of the future. At times there may be students on placement within the nursery.

The EYFS (2021) sets out the requirements for young people working in a setting and we will adhere to these requirements at all times.

Suitable students on longer term placements and volunteers (aged 17 or over) who are attending our setting for one year or more will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility, we expect from our staff then we may consider including them in our staff ratios.

Apprentices in early education aged 16 and over who are attending our setting on a long-term placement for one year or more, will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility we expect from our staff, then we may consider including them in our staff ratios.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor/buddy within the setting that can support their well-being. Any safeguarding concerns will be dealt with according to our safeguarding policies procedures.

Within our nursery we expect our young staff to:

- Read, understand, and adhere to all policies
- Take part in our ongoing staff suitability procedures. Declare any reasons why their suitability to work with children may change during their placement
- Share any safeguarding concerns they may have with their buddy/mentor or the safeguarding officer
- Maintain a high standard of work, behaviour, appearance, and attendance whilst with the nursery
- Undertake a full induction conducted by the nursery
- Access training as required by the management
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point, your placement in the setting will be at risk
- Ensure that the nursery environment is always safe and secure for all children and report any issues as they arise

- Help with the day to day running of the nursery by undertaking tasks as determined by the supervisors and management

- Take part in staff meetings and all staff training as required by the nursery.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Volunteers Policy

EYFS: 3.9, 3.31

At **Children's Corner Day Nursery,** we recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

Status of volunteers
A volunteer is not an employee and will not have a contract of employment with the nursery. We will, however, insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be always supervised.

Enhanced Disclosure and Barring Service (DBS) check
All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check. These checks will be conducted before any volunteer starts their time within the nursery and will also include two written references.

Training
Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including safeguarding and child protection, paediatric first aid (where applicable) and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team.

Policies and procedures
Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality
Volunteers should not disclose information about the nursery, staff, children and families as stated in the Data protection and confidentiality policy and should follow the nursery confidentiality procedures at all times.

Volunteer's induction pack
On commencing their volunteer work, the volunteer will be given a pack containing:

- General information about the nursery
- A copy of the Volunteer policy
- A confidentiality statement which will require reading, signing, and returning to the nursery Setting Lead
- Details of access to all nursery relevant policies and procedures.
- During the induction period, volunteers will read the main policies of the nursery including safeguarding, health and safety and promoting positive behaviour. The designated member of staff will discuss the policies to ensure the volunteer understands and adheres to this.

Volunteer support

The nursery has a designated officer who will take the volunteer through their induction and support and advise them throughout their time in the nursery.

Our designated officer for volunteers is **Ailish Farren**.

This policy was adopted on	Signed on behalf of the nursery	Date for review
22nd Nov 22		*21st Feb 25*

Children's Corner Day Nursery

Volunteer Agreement

Our mission is to support the delivery of quality care and early learning for children.

At Children's Corner Day Nursery, we encourage and welcome volunteers. This agreement sets out the standards between a volunteer and the organization.

This agreement is binding in honor only. It is not intended by the parties to be a legally binding agreement, nor is it intended to create an employment relationship between us.

Referees
We require you to provide two referees. We may also require you to be checked by the Disclosure and Barring Service.

Your role as a volunteer
The tasks that you will be asked to undertake as a volunteer are:

- Supporting colleagues in day-to-day care of the children
- Clearing up activities, setting up activities
- Supporting children's learning by reading, singing to them
- Working alongside permanent staff team

What you can expect from us
Children's Corner Day Nursery will provide you with

- An introduction to the organisation and your volunteering role within it
- Training and support related to your responsibilities as a volunteer. We hope that you will take advantage of this to improve and maintain your skills
- An allocated member of staff will offer regular supervision with you
- A review of your volunteering role after three months. This will normally be carried out by your supervisor
- Personal liability insurance to cover you while you are fulfilling authorised volunteer work
- Injury insurance for injuries incurred while fulfilling your authorised volunteer work
- Reimbursement of your expenses, where applicable. The organisation does not want you to be disadvantaged financially because of your volunteering. It will therefore provide you with your travel and subsistence expenses in line with our Finance Regulations.All expenses must be submitted using the prescribed form, with receipts, to the Setting Lead.
- We will pay for your volunteering DBS

What we expect from you
We will discuss with you the amount of time that you are willing to commit to volunteering. If, for any reason, you will not be available, we would be grateful if you could let us know as soon as possible.

Confidentiality
During your volunteering, you will come across confidential information about the organisation, its staff, its clients and third parties. You must respect this confidentiality and not use the information for your own benefit or disclose the information, except where required or permitted to do so by law.

Policies
You will abide by **Children's Corner Day Nursery** Safeguarding, Health and Safety, Equal Opportunities Anti-Bribery and Whistleblowing policies. These can be found **in our Policies and procedures book in the Office.**

Feedback
Regular supervision meetings will be planned and give you and your supervisor an opportunity to share feedback.

We always welcome any ideas to further support the quality of the setting/performance of your duties or ways in which we can meet our objectives as an organisation. Please feel free to share these at any times with your supervisor/nursery Setting Lead.

If you have any concerns during your time volunteering, please discuss these with your supervisor and/or nursery Setting Lead. Any safeguarding concerns should be shared immediately as set out in the child protection and safeguarding policy.

Termination
Either you or the organisation can terminate this agreement with or without notice at any time.

I agree to abide by the terms of this volunteer agreement.

Signed ……. Date …….

Name……

Signed ……. Date …….

On behalf of **CCDN ……**…… Name……..

Children's Corner Day Nursery

Absence Management Procedure

At **CCDN** we encourage all our employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness, illness, injury or infections. By implementing this policy, we aim to strike a reasonable balance between the pursuit of our business needs and the genuine needs of employees to take occasional periods of time off work because of sickness. This procedure establishes a framework to support individuals and the organisation in times of sickness absence. It ensures that appropriate and consistent advice is provided and that assistance and support is offered to employees and, where necessary, action is taken.

Principles

We promote good health and aim to provide a healthy working environment demonstrating commitment to health, safety and the welfare of all staff in order to maximise attendance. Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

Exclusion periods for contagious illnesses

Working with children means that you are more likely to come into contact with illnesses, which can be highly contagious. We take the health of children and staff very seriously; therefore, if you have any infectious or contagious illness you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately and that this infection or illness is not passed on to other staff, children or parents. The Setting Lead will advise you of any exclusion times required (see the Sickness and illness and Infection control policy examples).

Sickness absence reporting procedure

Reporting sickness absence should be done using the following guidelines. Failure to follow these guidelines could delay any sick pay due to you and could possibly result in disciplinary action.

1. On your first day of absence, you must:
    - Telephone the nursery's landline yourself (02088405591) and speak to the Setting Lead or most Senior person (on duty)
        - If you are unlike to be in work on Monday morning and you are on an early shift then a call to Director (Kila Patel – 07879882027) should be on Sunday evening, so that shifts could be amended
        - If you are on a later shift after 9.30 a.m. then call into the Nursery on 02088405591 by 7.45 a.m.
        - As the Setting lead, drives into work, she should NOT be called on her mobile phone. You must call Kila Patel on her mobile phone instead.
    - Give brief details of your illness and your expected length of absence.

Text messages and emails are not an acceptable form of communication for this purpose. Contact someone within one hour of your normal start time.

You should contact the nursery every day that you are absent in the first week of absence. You have to call the nursery landline at 3 p.m. to notify of your return the following day or not.

2. On returning to work you must complete a copy of the 'Employee's statement of sickness self-certification form'. ***"C:\Users\kilap\OneDrive\CHILDREN'S CORNER DAY NURSERY FILES\OPERATIONS FOLDER1\Templates\Employee's statement of sickness Self Certification form and return to work template March 26.docx"*** This should be signed by nursery leadership team
3. For absences of more than seven consecutive days, including the weekend and non-working days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence.

After returning to work from any sickness absence leave, a 'return to work' interview will be undertaken by the employee and setting lead.

During the return to work interview the following will be discussed:

- The reason for absence
- Whether any support is required and/or adjustments to the role (on a temporary or more permanent basis) and what they are. These might include regular catch-up meetings, adjusted work patterns, changes of duties
- Future requirements and expectations, e.g. improved attendance.

The return to work interview discussion is recorded using a set template (see below) and signed by both the Setting Lead and employee. A copy is attached to the employee's file on the ***EyMan>documents>statement of sickness self certificate form and return to work interview***

We use the Bradford Scale to monitor sickness level and if it triggers 'Requires Action' or Disciplinary, then you will be informed of this in writing. Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, this is brought to the attention of the employee through a discussion with the Setting Lead.

Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague. This has to be authorised by Setting Lead, as needs of the nursery needs to be covered, whilst two staff are away.

The **Absenteeism Warning Procedure** is intended to promote consistency and fairness in the way the company controls, reviews and deals with absence/non-attendance. This system is not intended to be punitive. Its aim is to help employees to be aware of the levels of their absenteeism, and the effect that their non-attendance is having on their colleagues and upon the Company.

Once an employee's scoring is APPROACHING 100 his/her Line Manager at the employee's return to work interview, will advise the employee that they are reaching the unaccepted level of absence.

The Warning Procedure

Stage 1 When the target of 100 "points" has accumulated, an investigation into the cause of the absenteeism will take place, and may result in the employee being asked to attend a formal disciplinary hearing.

Stage 2 - **First Formal Hearing** – Possible Verbal Warning
Once the Procedure has commenced and a verbal warning has been issued, it is in force for three months.

Stage 3 – **Second Formal Hearing** – Possible Written Warning
In the event a further absence occurs in the rolling twelve-month period following stage 2 then a formal written warning may be issued. This warning remains in force for a period of six months. The employee will be informed at all stages that their overall attendance record is unacceptable, and in the event that no improvement is made, this could eventually lead to termination of employment.

Stage 4 – **Third Formal Hearing** – Final Written Warning
In the event that a further absence occurs in the rolling twelve months period following stage 3 then a formal written warning may be issued. This warning remains in force for a period of twelve months. Any further absence after this stage could result in the company terminating employment by reason of unacceptable attendance record.

Frequent and/or persistent short-term sickness absence
Short-term absence may be short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

- Four self-certified spells of absence in one calendar year
- A total of 10 working days or more of self-certified absence in one calendar year
- Patterns of absence over a period, e.g. an individual regularly taking Mondays or Fridays off
- As a company we will be monitoring absence using the Bradford Scale on EyMan, and if it triggers concerns then this will be addressed accordingly.
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

Long-term sickness absence
For the purposes of the policy, long-term sickness absence is defined by the nursery as absences lasting over one month.

Where absences have lasted over 10 working days or more, the setting lead will contact the member of staff concerned to obtain an initial assessment of the sickness or injury.

At this point and where felt appropriate after further assessment of the sickness or injury, the Setting Lead will arrange a face-to-face meeting or telephone conference between themselves and the member of staff. The meeting will include:

- Confirming the reasons and nature of the absence and its likely duration
- Ensuring that the member of staff is aware of the nursery's concern regarding their health and necessary absence from work
- Consideration of alternative duties or a shorter working week if this would enable a quicker return to work, subject to medical advice
- Consideration to any personal issues being encountered and discuss possible ways of helping the individual resolve these
- Advising the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the nursery to enable a medical report to be prepared
- Alternatively, and if appropriate, if a Occupational Health appointment is needed then we may ask the member of staff if they agree for us to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other options have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting would be arranged. At this point, and with legal advice, the Setting Lead may advise the member of staff on long term sickness absence that unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, their ill health may put their employment at risk with the possibility of termination by reason of capability or suitability to work with children, taking into account any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the nursery will:

- Review the employee's absence record to assess whether or not it is sufficient to justify dismissal
- Consult the employee
- Obtain up-to-date medical advice through the employee's GP and/or occupational health
- Seek legal advice, where applicable
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility
- Meet with the employee to discuss the options and consider the employee's views on continuing employment
- Review if there are any other jobs that the employee could do prior to taking any decision on whether or not to dismiss
- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health
- Arrange a further meeting with the employee to determine any appeal
- Following this meeting, inform the employee of its final decision

- Act reasonably towards the employee at all times.

Any decision to terminate employment will be taken by the owner, making sure the Capability procedure has been exhausted.

Occupational health

The nursery reserves the right to request employees to attend an appointment with an Occupational Health Advisor (e.g. consultant, GP) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, or where it is necessary to seek an expert medical opinion as to whether or not the employee can fulfil their job role or whether any reasonable adjustments should be made to the employee's role.

The nursery will seek to engage the services of an independent Occupational Health Advisor in situations where expert medical opinion is required and work with them to identify the best course of action in circumstances of sickness absence.

Access to medical records

The Access to Medical Records Act 1988 gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

- Employers must gain the consent of employees before requesting reports from medical practitioners
- Employers must inform employees of their rights in respect of medical reports
- The employee has the right of access to the report before the employer sees it, provided appropriate notification is given
- The employer is responsible for notifying the medical practitioner that the employee wishes to have access
- The employee may ask for a report to be amended or may attach a statement to the report
- Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the nursery requests further medical information about the health of staff from an individual's general practitioner or specialist, or its own occupational health provider, the provisions of the Act will be followed.

Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or recognised trade union representative.

Statutory Sick pay

From 6 April 2026, SSP is payable from day one of sickness, available to all employees regardless of earnings, and calculated at 80% of average weekly earnings or £123.25 per week, whichever is lower. SSP will be paid up to 28 weeks, with tax and National Insurance deductions applied. https://www.gov.uk/guidance/sickness-absences-that-start-before-and-end-on-or-after-6-april-2026

TOIL & Sick Day
Your sick day will be taken off your accrued TOIL with your consent.

If you have not accrued TOIL for your sick day, then you will only receive SSP of £25

Annual leave and sick pay
Where an employee falls sick or is injured whilst on annual leave, the nursery will allow the employee to take sick leave and take the annual leave at a later time. This policy is subject to the following strict conditions:

- The total period of incapacity must be fully certificated by a qualified medical practitioner
- The employee must contact the Setting Lead as soon as he/she knows that there will be a period of incapacity during the pre-planned annual leave in accordance with the Sickness absence reporting procedure
- The employee must submit a written request no later than five days after returning to work, setting out how much of the annual leave period was affected by sickness and the amount of leave that the employee wishes to take at another time
- Where the employee is overseas when he/she falls sick or is injured, evidence must be produced that the employee was sick by way of either a medical certificate or proof of a claim on an insurance policy for medical treatment received at the overseas location.

Where the employee fulfils all of the above conditions, we will allow the employee the same amount of annual leave as the amount lost due to sickness or injury.

Sickness or injury shortly before a period of planned holiday
If an employee is ill or is injured before the start of a period of planned annual leave, we will agree to the employee postponing the annual leave dates to another mutually agreed time. Any period of sickness absence will then be treated in accordance with our normal policy on sickness absence.

The employee must submit a written request to postpone the planned annual leave and this must be accompanied by a letter from his/her doctor confirming that he/she is unfit to take the annual leave.

Replacement annual leave dates
Where it is agreed that an employee can take replacement annual leave at a later time, the employee should nominate replacement annual leave dates as soon as possible, with the dates being subject to the agreement of the employee's line Setting Lead in the usual way.

Employees should endeavour to take any replacement annual leave within the same holiday year as the days lost as a result of sickness or injury. In the event that part or all of the annual leave is lost due to incapacity towards the end of the nursery's holiday year and there is insufficient time left during that year for the replacement annual leave to be taken, the employee will be permitted to carry over the replacement annual leave to the next holiday year. However, this leave must be taken as early in the new holiday year as possible.

Serious illness or injury of an employee's immediate family
This will be reviewed on an individual basis by the nursery Setting Lead. They will agree with you a reasonable period of paid leave time initially, with additional unpaid leave if a significant amount of time off is required. You may also need to consider taking any annual leave or time off in lieu (TOIL) and working flexibly, i.e. making adjustments to the length of the working day, changes in hours or days worked, etc.

Carer's leave
Employees have a 'day-one' right to take up to one week of unpaid carer's leave per 12 months to provide or arrange for care for a dependant with a long-term care need.

A dependant is a spouse, civil partner, child, parent, a person who lives in the same household as the employee or a person who reasonably relies on the employee for care.

Long-term care is any illness or injury (either physical or mental) that requires or is likely to require care for more than three months, a disability under the Equality Act 2010, or issues related to old age.

This leave can be taken in single of half-days with a notice requirement of three days or double the length of leave requested, whichever is the longer.

The leave cannot be refused but it can be postponed where it is reasonably believed that the operation of the nursery would be unduly disrupted if leave were taken at that time. However, the leave would have to be given within one month (on a date agreed after consulting with the employee) and a counter-notice served setting out the reason for the postponement and the new date the leave can be taken.

Employees cannot be asked to provide proof of why the leave is required.

Death of a member of an employee's immediate family
This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependant or other relative for whom the employee has special responsibility or has had special ties. See the Bereavement policy.

Generally, the amount of time off required will be at the Setting Lead's discretion, but it is advisable to either:

1. Set a defined amount of paid/unpaid time, or
2. Remove this in its entirety and deal with request as holiday and/or under the emergency time off provisions of the Employment Rights Act 1996 (s.57a).

Death of a child
If an employee experiences the death of a child under the age of 18, or suffers a stillbirth from 24 weeks of pregnancy, or has an abortion after 24 weeks (in very limited circumstances an abortion can take place after 24 weeks if the mother's life is at risk or the child would be born with a severe disability), the employee will be entitled to two weeks' paid leave, subject to

meeting the eligibility criteria having been employed for at least 26 weeks (Parental Bereavement Leave and Pay Act 2018).

Additionally, an employee may take parental bereavement leave in the event of the death of an adopted child while on adoption leave or the death of a child while on shared parental leave. The amount of leave depends on the circumstances, and the employer will seek legal advice regarding the employee's individual circumstances at the time of the bereavement.

This policy was adopted on	Signed on behalf of the nursery	Date for review
May 23		*16th April 2026*

TOIL procedure

How TOIL Works

Employees accrue TOIL based on the extra hours they have worked from their normal working hours i.e. staff meeting, staying behind to cover ratio needs. The accrued time can then be taken to leave at a later date or setting lead can allocate that TOIL during periods of quietness in the nursery. This will all depend on operational needs of the nursery not individuals or rooms.

Your responsibility:

Helpfully, every Friday you should submit your TOIL, so that we can keep track of weekly events.

Children's Corner Day Nursery

Date of TOIL	Extra time you worked or hours deducted	Total claim	Reason	Senior requesting this or authorising leave
i.e 16th April 26	5.30 to 6 p.m.	30 mins	Cover ratio	Ms Sammy
17th April 26	Started at 11 a.m. instead of 10 a.m.	- 1 hour	Attended GP appointment	Ms Ailish

This then is emailed to info@childrenscorner.co.uk
The Setting Lead will on a weekly basis, update a running Excel Spreadsheet. Then accumulated hours per month are given to co-owner, Mr Bazil Patel and he will then pay you for accrued hours.

Flexibility in TOIL
Some employees prefer that any unpaid days or hour i.e. sick days or time off to attend their child's school events, are put on TOIL, so that they can do extra hours to get paid.

Created 16th April 2026

Children's Corner Day Nursery

Grievance Procedure

At **CCDN** we follow our legal obligations as an employer at all times including hearing and investigating grievances. We have the following policy and procedures that set out our process.

Legal obligations
Our obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures. A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website https://www.acas.org.uk/

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25%, or reduced by 25% if the employee does not comply.

Objectives and guiding principles
We recognise that an employee needs to feel that his or her grievance has been fully investigated and has received a fair hearing. The employee also needs to understand the reasons for the decision made by the Setting Lead who heard their grievance. The employee should then be given the opportunity to appeal against the decision. Their appeal should be submitted in writing and should be investigated and heard by someone more senior to the person who heard the initial grievance. The person allocated to hear the employee's appeal should be able to take a fresh and independent look at the issue. In our organisation the individual's setting lead deals with the grievance initially separately before being passed on to the Director or co-owner of the nursery.

ACAS advocates the use of mediation to resolve grievances, in an attempt to maintain a good working relationship and resolve issues within the workplace. We may decide to use such mediation where appropriate using ACAS support and guidance.

Our grievance procedure does not form part of any employee's contract of employment. It may be amended at any time, and we may depart from it depending on the circumstances of any case.

This procedure applies to all employees regardless of length of service.

Our nursery believes that all employees should be treated fairly and with respect. We encourage all employees to try to resolve any grievance with the individual concerned on an informal basis, as most grievances can be resolved quickly through discussion. Your line Setting Lead will assist you with this if you feel this is the best route for you.

If this does not resolve the complaint, issue or problem, you should initiate the formal process below.

Grievance process
Stage 1
Making your grievance

- You should put your grievance in writing and forward it to your line Setting Lead
- This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place
- If your complaint relates to an issue with your line Setting Lead, the grievance may be sent to **Setting Lead, if the grievance is about the setting lead then to Nursery Director or co-owner**
- Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered in the course of these investigations, you will be given a copy in advance of the hearing and appropriate time for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

Stage 2
The grievance hearing
The hearing will be held as soon as is reasonably possible following any investigations, and within ***five days*** working days of the receipt of your written complaint. It will be conducted by your line Setting Lead or another nominated Setting Lead if your complaint relates to an issue with your line Setting Lead. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting and you should tell us the name of your chosen companion. The companion may either be a trade union representative or a work colleague.

You should ensure that you attend the meeting where possible. If you are unable to attend because of circumstances beyond your control, you should inform your line Setting Lead as soon as possible and a further meeting will be re-arranged as soon as possible. If you fail to attend without explanation, or if it appears that you have not made sufficient attempts to attend, the hearing may take place in your absence.

During the hearing you will be given the opportunity to explain your complaint. Your explanations should focus on the complaint and not on irrelevant issues. The Setting Lead conducting the hearing will inform you if they believe the key issues are not being focused on. They may also set a reasonable timeframe for the meeting; this will be determined by the nature and complexity of your complaint.

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within ***five*** working days, where reasonably practicable, and told of any action that the nursery proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and

therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.
[N.B. However, if another employee has been disciplined as a result of the grievance, you should not inform the employee who raised the grievance as this information is confidential between you as the employer and the other employee.]

If you are dissatisfied with the outcome, you may make a formal appeal in writing to **Mrs K Patel, Nursery Director** stating your full grounds of appeal, within ***five*** working days of the date on which the decision was sent or given to you.

Stage 3
We will hold an appeal meeting within 14 working days of receiving the appeal, where reasonably practicable. This will be dealt with impartially by a more senior Setting Lead, where applicable who has not previously been involved in the case. You will have the right to bring a companion, as explained above.

We will confirm our final decision in writing, usually within ***seven*** working days of the appeal hearing, where reasonably practicable. There is no further right of appeal.

Grievances linked to disciplinary matters
Complaints that you may have about any disciplinary action taken against you should be dealt with as an appeal under the disciplinary procedure.

Where an employee raises a grievance during a disciplinary process the disciplinary process may be temporarily suspended in order to deal with the grievance.

Where the grievance and disciplinary cases are related it may be appropriate to deal with both issues concurrently.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		4th Feb 25

Children's Corner Day Nursery

Disciplinary Procedure

At **CCDN** we follow our legal obligations as an employer at all times including dealing with any disciplinary matter in a fair and consistent manner. We have the following policy and procedure that sets out our process.

Legal obligations
Our legal obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures (2015). A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website http://www.acas.org.uk.

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25% or reduced by 25% if the employee does not comply.

Objectives and guiding principles
The objective of this procedure is to set out the standards of conduct expected of all staff and to provide a framework within which our Setting Leads can work with employees to maintain satisfactory standards of conduct and to encourage improvement where necessary.

It is our policy to ensure that any disciplinary matter is dealt with fairly and consistently. We will take the necessary steps to establish the facts and to give employees the opportunity to respond before taking any formal action.

This procedure does not form part of any employee's contract of employment and it may be amended at any time. We may also vary this procedure, including any time limits, as appropriate in any case.

The procedure applies to all employees regardless of length of service.

Minor conduct issues can often be resolved informally between the employee and their line Setting Lead. These discussions should be held in private and without undue delay whenever there is a cause for concern. Where appropriate a note of any such discussions may be held on the employee's personnel file, but will be ignored for the purpose of future disciplinary issues.

Formal steps will be taken under this procedure if the matter is not resolved, or if informal discussion is not appropriate (due to the serious nature of the allegation).

The employee will not normally be dismissed for a first act of misconduct, unless it is decided it amounts to gross misconduct or the employee has not yet completed their probationary period.

The procedure
Our aim is to deal with disciplinary matters sensitively and fairly. All employees must treat all information in connection with the disciplinary procedure and its investigation as confidential.

Where there has been a serious allegation of misconduct or gross misconduct and/or there are serious concerns regarding the employee's capability, we aim to establish the facts quickly and no disciplinary action will be taken until the matter has been fully investigated. The employee will be informed if a formal complaint is made against them and, if necessary, they may be suspended on full pay pending the outcome of the investigation and disciplinary procedure.

Stage 1: Investigation

- The nursery Setting Lead will investigate any allegations or concerns quickly and thoroughly to establish whether a disciplinary hearing should be held
- The purpose of the investigation is to establish a balanced view of the facts relating to the allegations against the employee. The amount of investigation will depend on the nature of the allegations and will vary from case to case. It may involve interviewing and taking statements from the employee and any witnesses, and/or reviewing relevant documents
- Investigation interviews are solely for the purpose of fact finding and no decision on the disciplinary procedure will be taken until after the disciplinary hearing
- The employee is not normally allowed to bring a companion to an investigatory interview. However, we may allow them to bring a work colleague or trade union representative in exceptional circumstances. If the employee wishes to be accompanied, they should contact the nursery Setting Lead to discuss the reasons for their request
- If the investigations lead to reasonably believing there are grounds for disciplinary action, the nursery will write to the employee outlining the allegations against them, the basis of the allegations and the potential consequences following legal advice. The employee will be invited to a disciplinary hearing to discuss the matter. They will be sent any copies of evidence which may be referred to in the hearing (e.g. witness statements, or a summary of the statements if the witness's identity is to remain confidential and minutes of meetings).

Suspension

- If the nursery believes that the employee may be guilty of misconduct, which is considered (at the setting's absolute discretion) to be serious misconduct, where relationships have broken down, or where there are any grounds to consider that nursery property or responsibilities to other parties are at risk, or where it is considered in the setting's absolute discretion that the employee's continued presence at the setting's premises would hinder an investigation, the nursery is entitled to suspend the employee on full pay
- Any such suspension will normally last only as long as required to enable an investigation into the circumstances giving rise to such belief of serious misconduct to be carried out and any disciplinary hearing to be convened

- Any such period of suspension is not a punishment, nor considered as disciplinary action against the employee, nor does it imply that any decision has been taken about the employee's case.

Stage 2: Invite to disciplinary hearing

- The nursery will hold a disciplinary hearing to discuss the allegations. The employee will have the right to bring a companion to the meeting. A companion may be a work colleague or trade union representative. The employee must inform the nursery Setting Lead prior to the meeting who their chosen companion is. If their companion is unreasonable, for example, where there may be a conflict of interest, the nursery Setting Lead may require the employee to choose someone else
- If the employee or their companion is unable to attend the meeting the employee should inform the nursery Setting Lead immediately and an alternative time and date, where applicable, will be arranged. The employee must make every effort to attend the meeting and failure to do so without good cause may be treated as misconduct in itself.

Disciplinary hearing

- During the meeting the nursery Setting Lead or designated person leading the meeting will go through the allegations against the employee and the evidence that has been collated. The employee will be able to state their case and call relevant witnesses (provided the employee gives advance notice and we agree to their attendance) to support the case
- The nursery may adjourn the disciplinary meeting if further investigations need to be carried out and the employee will be given reasonable opportunity to consider new information
- The employee will be notified of the decision in writing, usually within **seven** working days of the hearing
- If the employee persistently fails to reply to invitations, or persistently fails to attend the arranged hearing without good cause, it may be carried out in their absence and they will be notified of the decision in writing. The employee will retain the right to appeal.

Appeal

- The employee will be given the opportunity to appeal the decision. If they wish to appeal, the employee should state their full grounds in writing and the letter should be sent to **Mr Bharatkumar Patel** within ***five working days*** from the date the decision was communicated to them
- The appeal meeting will be conducted impartially by a ***more senior*** Setting Lead or co-owner of Company, where possible, who has not previously been involved in the case
- The employee will be able to bring a companion to the meeting and the companion may be a work colleague or trade union representative (as stated above)
- The nursery may adjourn the appeal hearing if further investigations need to be carried out and the employee will be given reasonable opportunity to consider any new information before the hearing is reconvened
- The nursery will inform the employee in writing of the final decision as soon as possible, usually within ***five*** working days of the appeal hearing.

There is no legal right to appeal beyond this stage.

Disciplinary penalties
In the first instance, where less serious offences are concerned, the nursery is most likely to give the employee a verbal warning. This warning will be recorded and a copy maintained in the employee's personnel file with a time scale for improvement or to not re-offend.

[Note: the right to a verbal warning is not part of the ACAS code. Many employers use verbal warnings as a first stage but you may prefer to use a written warning as the first stage depending on the circumstances.]

The usual penalties for misconduct are set out below. No penalty should be imposed without a hearing. We aim to treat all employees fairly and consistently and a penalty imposed on another employee for similar misconduct will usually be taken into account but should not be treated as a precedent. Each case will be assessed on its own merits.

The employee will not normally be dismissed for a first act of misconduct, unless it is decided that it amounts to gross misconduct or the employee has not yet completed their probationary period.

First written warning
A first written warning may be authorised by ***Setting Lead, owner***. It will usually be appropriate for a first act of misconduct where there are no other active written warnings on the employee's disciplinary record.

Final written warning
A final written warning may be authorised by ***Setting Lead, owner***. It will usually be appropriate for:

a. Misconduct where there is already an active written warning on the employee record
b. Misconduct that is considered sufficiently serious to warrant a final written warning even though there are no active warnings on the employee record.

Dismissal
Dismissal may be authorised by ***Setting Lead, owner*** It will usually only be appropriate for:

a. Any misconduct during the employee probationary period
b. Further misconduct where there is an active final written warning on the employee record, or
c. Any gross misconduct regardless of whether there are active warnings on the employee record. Gross misconduct will usually result in immediate dismissal without notice or payment in lieu of notice (summary dismissal). Examples of gross misconduct are set out below.

Levels of authority
Nursery Setting Leads (including officer in charge) have the authority to suspend an employee pending investigation. Only the nursery Setting Lead (including officer in charge) and higher management have the authority to dismiss an employee as set out above.

Gross misconduct
In the case of gross misconduct, the nursery reserves the right to dismiss an employee without notice (or payment in lieu of notice) if, after investigation and a hearing, the management are satisfied that there is sufficient justification for so doing.

Duration of warnings
Under normal circumstances warnings will be valid for the following time periods, although these may vary according to the nature of the occurrence and may therefore be determined by mutual agreement at the time of issue:

- Verbal warning - six months
- First written warning - six months
- Final written warning - 12 months.

On expiry, warnings will be disregarded for future disciplinary purposes.

Alternatives to dismissal
In some cases, the nursery may, at the setting's discretion, consider alternatives to dismissal. These must be authorised by ***Setting Lead/co-owner*** and will usually be accompanied by a final written warning. Examples include:

- Demotion or loss of seniority
- Change to job role
- A period of suspension without pay
- Loss of additional hours and/or overtime.

Examples of gross misconduct
Examples of what would constitute a gross misconduct offence include:

- Failure to inform the employer of a disqualification, either personally or a person living in the same household as the registered provider, or a person employed in that household
- Theft, or the unauthorised possession of property belonging to the nursery, its employees or customers
- Assault on any employee or persons associated with the nursery
- Breach of confidence i.e. divulging confidential information relating to the nursery, its employees or clients
- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the nursery
- Being under the influence of drugs or alcohol whilst on duty
- Serious or persistent breaches of safety rules
- Fraud, including falsification of work records and expense claims
- Signing or clocking in or out for another employee
- Physical assault, punishment or abuse towards a child e.g. hitting a child in chastisement or harsh disciplinary actions and/or threatening the use of corporal punishment which could adversely affect a child's well-being
- Discrimination and/or harassment in any way against a child or person
- Persistent failure to follow nursery documentary systems and procedures
- Unauthorised absence from work and/or unacceptable attendance levels

- Obscene language or other offensive behaviour
- Negligence in the performance of the employee duties.

Further behaviour that could constitute gross misconduct is not limited by the above list.

Examples of misconduct
Examples of what would constitute a misconduct offence include:

- Minor breaches of our policies including the Sickness absence policy, Mobile phone and electronic device use policy, Social networking policy and Health and safety - general policy
- Minor breaches of the employee contract
- Minor damage to, or unauthorised use of, nursery property
- Poor timekeeping
- Time-wasting
- Refusal to follow instructions
- Excessive use of nursery telephones for personal calls
- Excessive personal email or internet usage
- Smoking/vaping in designated no smoking/vaping areas.

N.B. Some of the misconduct offences above may, dependent on the circumstances and having followed a detailed investigation, also be classed as gross misconduct offences.

As an organisation we take the health and wellbeing of staff and children seriously. As such, we would expect all members of staff working within the setting to abide by any government recommendations, laws and guidelines e.g. rules on social distancing whether at work or in their private lives. Any breaches of government guidelines will be dealt with in accordance with our Disciplinary procedure and may also be treated as misconduct.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th May 23		21st Feb 25

Children's Corner Day Nursery

Anti-Bribery Policy

Legislation
The Bribery Act 2010 creates an offence which can be committed by an organisation which fails to prevent persons associated with them from committing bribery on its behalf, but only if that person performs services for you in business. It is unlikely that the organisation will be liable for the actions of someone who simply supplies goods to you. There is full defence if it can be shown that there are adequate procedures and risk assessments in place to prevent bribery.

At **CCDN** we have adopted this policy to ensure that we have adequate procedures in place that are proportionate to the bribery risks we face. It is our policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our dealings wherever we operate. We are also committed to implementing and enforcing effective systems to counter bribery.

What is a bribe?
A bribe is a financial or other advantage offered or given:

- To anyone to persuade them to or reward them for performing their duties improperly
- To any public official with the intention of influencing the official in the performance of his/her duties.

Gifts and hospitality
A 'gift' is defined as any item, cash, goods, or any service which is offered for personal benefit at a cost, or no cost, that is less than its commercial value.

You should consider the following if a gift is offered:

- Whether it is appropriate to accept it
- Decline gifts unless to do so would cause serious embarrassment.
- Discuss the position with the Setting Lead or owner if the gift clearly has a value in excess of £25.

Parents may wish to thank nursery staff for looking after their children with Christmas gifts or gifts when the child moves on from a particular room or leaves the nursery. This is perfectly understandable. Each staff member is responsible for deciding if this gift is appropriate to accept and if it should be shared with the wider team. If in any doubt staff should discuss this with the nursery Setting Lead.

The nursery will not accept gifts from service providers. This may be deemed as a bribe to maintain a contract. The nursery will remain transparent and open at all times.

Any gifts received will be recorded in the central gift register.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th May 23		21st Feb 25

High Quality and Aspirational practice

Children's Corner Day Nursery

Quality Provision Policy

EYFS: 1.1-1.17

At **Children's Corner Day Nursery,** we are passionate about providing high quality care and education for all children. High quality care leads directly to better outcomes for our children and all staff are committed to providing children with the best possible start in life and enable them to reach their full potential.

As part of our quality practice, we ensure children receive the highest quality care and education by:

- Having high expectations for all children so they can achieve the best outcomes
- Building close attachments with children so they feel safe, secure, happy and can thrive
- Developing close relationships with families so together we can best support the child's individual learning and development
- Implementing all of the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS)
- Ensuring that the EYFS learning, and development requirements are embedded including providing a curriculum that is underpinned by the EYFS principles, educational programmes and seven areas of learning and development
- Reflecting on all areas of practice and striving towards the Ofsted grade descriptors for Outstanding quality indicators
- Ensuring all the EYFS assessment requirements are met including the planning, observation, assessment, and next steps and that they are linked to each individual child's needs and interests and are evaluated for effectiveness
- Having a highly qualified, skilled staff team that understand what is meant by high quality practice and how to deliver this, deploying staff appropriately to meet the individual needs of all children
- Creating and achieving the nurseries quality vision, mission, and outcomes
- Consistently delivering high quality practice and teaching that makes a difference to children's daily experiences
- Ensuring a solid understanding of the importance of pedagogy and child development amongst all practitioners
- Ensuring that the environment, resources, and provision is of high quality both indoors and out; monitoring resources and equipment ensuring these are risk assessed, and fit for purpose
- Providing children with wonderful experiences and opportunities giving them the best start in life
- Valuing continuous professional development for all staff and accessing a variety of training and development to support the needs of the children in the nursery
- Appropriately assessing children's learning and development and recognising where children may need support and acting on this quickly
- Evaluating the effectiveness of training and link to the outcomes for children
- Ensuring all staff are confident and supported in their roles and have the training and skills they need to be able to perform their roles

- Conducting regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
- Using peer on peer observations to share, discuss and improve practice across the setting
- Monitoring all practice and feedback ideas for improvement
- Undertaking a quality improvement programme to ensure quality is embedded throughout the nursery
- Engaging with families and carers and supporting the home learning environment
- Operating a robust and embedded quality improvement and evaluation process across the whole setting that includes all parties such as practitioners, children, parents, and external partners.

This policy was adopted on	Signed on behalf of the nursery	Date for review
16th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Equipment and Resources Policy

At **CCDN** we organise the premises and equipment to meet the needs of all the children. We provide a wide range of high quality equipment and resources to support the delivery of our early years curriculum. We take reasonable steps to ensure the safety of children and ensure they are not exposed to risks.

To ensure this occurs within the nursery, including in our outdoor areas, we provide:

- Play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- A sufficient quantity of equipment and resources for the number of children registered in the nursery
- High quality resources to meet children's individual needs and interests and promote all areas of children's learning and development
- Opportunities to involve the children in decision making about new resources and equipment, where possible
- A wide range of books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Play equipment and resources which promote continuity and progression and sufficient challenge
- Sufficient storage so resources and equipment can be displayed for children to independently choose and/or stored away safely and then rotated
- Appropriate risk assessments and checks on all resources and equipment before first use to identify any potential risks and again at the beginning and end of every session.

Cleaning and maintaining of all resources and equipment

We repair or replace any unsafe, worn out, dirty or damaged equipment whenever required. We maintain an inventory of resources and equipment, recording the date on which each item was purchased and the price paid for it. We carry out an evaluation of the effectiveness of the resources including the children's opinions and interests. Adults role model and discuss how to use and look after equipment and resources.

We encourage children to put resources back where they belong after use. We will often use silhouettes or pictures to support the children to do this.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th May 23		21st Feb 25

Children's Corner Day Nursery

Early Learning Opportunities Statement

At **CCDN** we promote the learning and development of all children in our care. We recognise that each child is an individual and our highly qualified staff consider their needs, interests and development to plan a challenging and enjoyable experience across the seven areas of learning and development. Our staff guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive inclusive play environment for every child, so they develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and any areas requiring further support.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year one.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations, which inform future planning and draw on children's needs and interests. This is promoted through adult-led and child-initiated opportunities both indoors and outdoors.

Assessment is an integral part of our practice: we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.

Summative assessment is carried out at set points of the year including:

- assessment on entry (starting point), including parental contributions and Transition report from previous setting
- Progress check at age two (where applicable) first week of child's birthday
- Baseline assessment – at 4 weeks for a full-time attendance or 6 weeks for part time
- Monthly Assessment on EyLog – assessing their whole months achieves, information from parents, festivals, events and occasions celebrated, home and in the nursery
    - Assessment Tools:
        - Birth to 5 matters
        - Characteristic of Effective Learning (CoEL)
        - Schema's
        - Every Child a Talker (ECaT)
        - British Values
        - Phonics
- Termly tracking assessment – identified gaps in your cohort.
- Internal Support Plans:
    - Reviewing at each half term
    - Reviewing meeting termly with parents
- Annual summative assessment – in July do an overall assessment.
- Transition internally:
    - Transition meeting with existing key worker, in taking key worker and one of the rooms leaders
- Transition externally:
    - Transition report for new setting or school

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents as partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home and have regular meetings with parents to keep them up to date with their child's progress.

We share information about the EYFS curriculum with parents and signpost them to further support via the following website: https://foundationyears.org.uk/

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th May 23		21st Feb 25

Children's Corner Day Nursery

Guns and Superhero Play Policy

We support all children's interests to further develop their play, learning and development, including the use of gun and superhero play, in line with the EYFS requirements and our Quality provision policy, Early learning opportunities statement and Promoting positive behaviour policy. Children will often take part in gun and superhero to make sense of the world around them. They may develop this interest from:

- Watching their favourite movie or TV characters involved in physical battles with weapons
- Witnessing an older sibling or parent playing an online game with weapons
- The child's parent working with guns as part of their professional job role
- First-hand experience of witnessing or involvement in traumatic experiences.

The benefits of supporting gun and superhero play are:

- Supporting children to follow their interests
- Developing imagination
- Resolving conflicts
- Building self-esteem
- Language development
- Supporting emotional development by making sense of their experiences
- Developing physical skills.

We believe all children should be free to follow their play in a safe environment with adults who can positively support their play. We implement the following procedures to ensure that this type of play is appropriately supported:

- Ensure staff give the same positive praise for children engaged in gun and superhero play as they do for children engaged in other activities
- Engage with children and agree rules for gun and superhero play so everybody can play safely
- Allocate an agreed zone for this type of play so children who do not want to get involved can play undisturbed
- Use superhero play to tell stories
- Look at real life heroes who help the children. Talk about what makes somebody a hero. Create our own display of heroes in the children's lives
- Include action figures and capes (squares of material) in our continuous provision. Ask parents for donations of unwanted superhero costumes
- Talk about conflict resolution (age and stage appropriate) and different solutions for solving conflicts
- Be sensitive to the needs of children and families who may have experienced trauma, seeking the support of external professionals if needed.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th May 23		21st Feb 25

Children's Corner Day Nursery

More Able and Talented Children Policy

EYFS: 1.1, 1.6, 1.8, 2.1, 2.3

At **Children's Corner Day Nursery,** we plan our teaching and learning so that each child can aspire to achieve their full potential.

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'more able' and/or 'talented' and extend their learning to challenge them further.

'More able' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;

'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

With this in mind we will ensure all children are fully supported and challenged by:

- Working together with parents/carers to establish starting points on entry to nursery
- Observing, assessing, and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the learning opportunities
- Where applicable, working with the nursery LLDCO (see LEARNING DIFFERENCES AND DISABILITY policy), other services and professionals to ensure we can fully support the child's individual needs
- Working with the child's future primary school to provide activities that will stretch the child further in line with the child's future curriculum
- Support transitions by providing key information to the next provision.

We ensure staff are aware of some early development signs of children that may be more able and talented including:
More Able children in language and literacy:

- Are able to read and respond to a range of texts at a more advanced level
- Use a wide vocabulary and variety of words in conversations and play
- Are able to write fluently and with little support

More Able children in mathematics:

- Explore a broader range of strategies for solving a problem
- Establish their own strategies for problem solving
- Are able to manipulate numbers in a wide range of ways, e.g. adding, subtracting.

The management monitors all outcomes for children by tracking cohorts and individual children across the whole setting. This will include the gifted and talented children. Management will ensure that all children are progressing at an appropriate rate from their starting points through challenging and supportive activities and opportunities.

This policy was adopted on	Signed on behalf of the nursery	Date for review

16th Jan 23		*21st Feb 2025*

Children's Corner Day Nursery

Settling In Policy

EYFS: 1.16, 3.27, 3.73, 3.74

At **Children's Corner Day Nursery** our aim is to work in partnership with parents* to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly into nursery life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the nursery.

Our settling in procedure includes:

- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the nursery
- Working with parents to gather information before the child starts on the child's interests, likes and dislikes and their favourite things available at settling sessions, e.g. their favourite story or resource: as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day
- Encouraging parents and children to visit the nursery before an admission is planned and arranging home visits and/or online video meetings where applicable
- Planning tailored settling in visits and introductory sessions, following any necessary government advice
- Welcoming parents to stay with their child, where possible and applicable during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents
- Encouraging parents to Learning Differences and Disability in family photos to display to help settle the child
- Creating photo books of the setting including photos of staff for the child to take home and share with their parent and become familiar with the staff and new environment
- Reassuring parents whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter days, where possible
- Providing regular updates and photos of the children settling

- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Assigning a buddy/back-up key person to each child in case the key person is not available. Parents are made aware of this to support the settling process and attachment
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the nursery until he/she is completely settled.

* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.

Plan for settling children into the school or setting

Routines and environment set – up

- Plan **first few days carefully**, to avoid confusion or anxiety (particularly for children with SEND and their parents).
  - Predictable rules, routines and schedules.
- Make the environment **welcoming** but not **overwhelming**.
  - Accessible environment to all children.
  - Aesthetically pleasant.
  - Decluttered areas.
- Provide **fun activities** with which the children will easily engage.
  - Activities linked to children's interests and likes.
  - Developmentally appropriate and interesting resources.
- Plan for **restful times** too.
  - Provide a low arousal/calm area









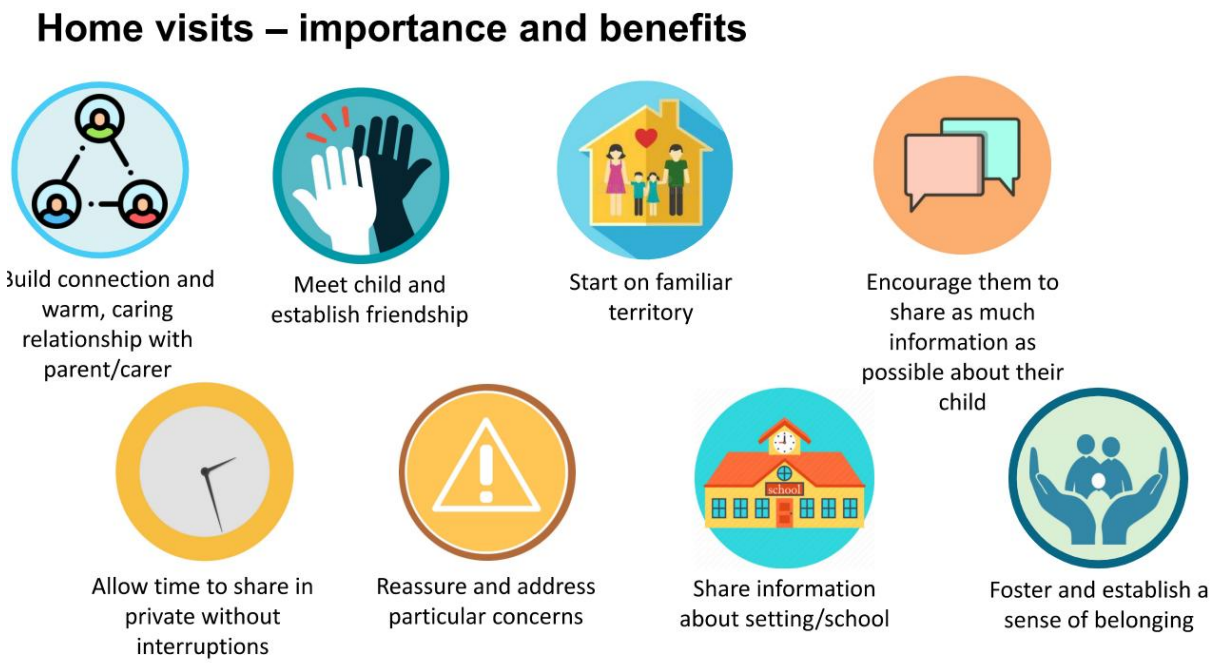
This policy was adopted on	Signed on behalf of the nursery	Date for review
16th Jan 23		*21st Feb 25*

Home visit policy

At CCDN we want to support children and their families with a smooth transition for when starting with us. To support this, we complete a home visit prior or during the settling period. A member of staff from the child's dedicated room will be accompanied by a senior member of staff on the home visit.

Our home visit procedure:

- Arrangement of home visit will be prior to the day of home visit.
- Risk Assessment (one-off) will be shared with the two staff attending and upon return review the risks, hazards and make amendments where required and share with the Setting Lead
- Two members of staff will be attending the home visit. One from dedicated room & a senior member of staff.
- Address and contact details to be taken by senior members including contact number in the event the property is difficult to find.
- Senior staff member to contact the Setting Lead when arrived at the property & contact the Setting Lead when leaving the property. If no contact is made within an hour the Setting Lead will decide necessary actions.
- A code word 'takeaway for dinner' is to be used in the event a staff member is in a potentially dangerous environment or situation.
- A risk assessment to be in place.



Children's Corner Day Nursery

Home visits – processes

'Before' to do list:

- ✓ Keyperson?
- ✓ Days needed?
- ✓ Plenty of notice – how much?
- ✓ Reminders – how?
- ✓ Clear purpose and time - how long?
- ✓ When?
- ✓ Clear refusal – alternatives?

'During' to do list:

- ✓ Visit in pairs.
- ✓ Safe word?
- ✓ Mobile and school number.
- ✓ Visit list and contact details.
- ✓ Staff check-in/back after.
- ✓ ID badges.
- ✓ Safety and exits.

Home visits – practicalities

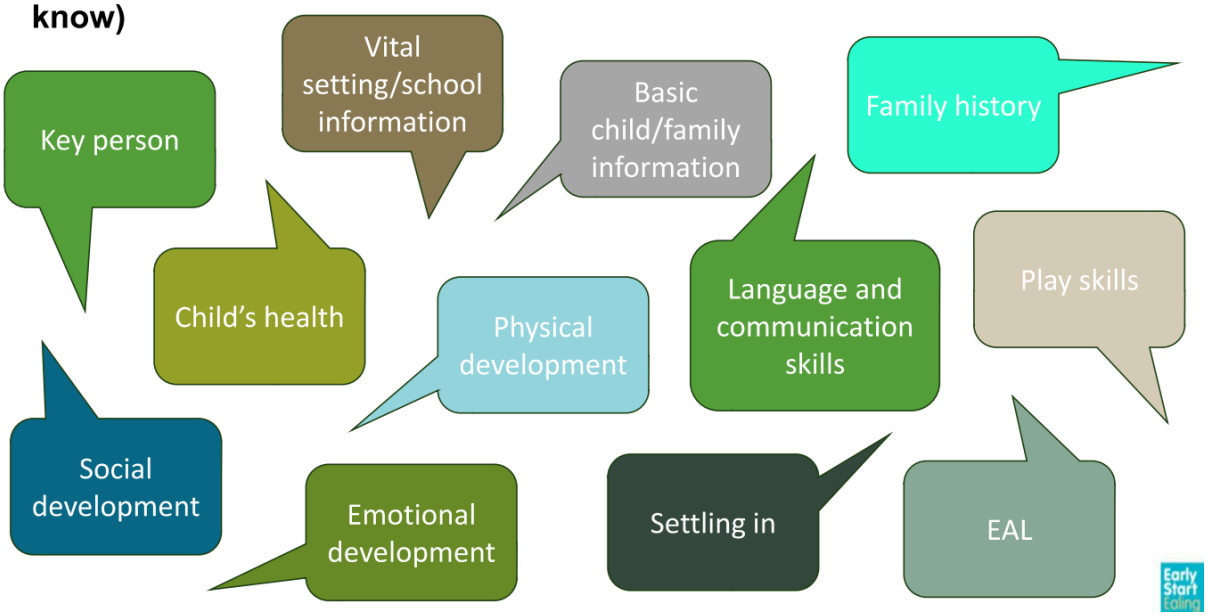


- Key person attends.
- One adult plays and one chats to parent/carer.
- Avoid a 'question and answer' session….. build a relationshi instead.
- Allow time for questions.
- Consider confidentiality.
- TV off!
- It's ok to politely decline food and drink!



Children's Corner Day Nursery

Home visits – information sharing and gathering (what we want to tell and know)



Home visits – top tips

- Be flexible
- Allow refusals
- Don't be judgemental
- Be sensitive to timings
- Bring resources
- Stay relaxed
- Go in pairs



Created Feb 2024 and shared with the team 16th Feb 24 via email.

Children's Corner Day Nursery

Breast feeding policy.

Here at Children's Corner Day Nursery, we aim to make mothers feel comfortable in our nursery should they wish to breastfeed their babies whilst at the nursery.
As a team we ensure that we work will all of our families to ensure that there is a comfortable space available to breastfeed your baby. This space could be anywhere in the nursery or somewhere more private should you want this.
At Children's Corner Day Nursery, we will provide hand washing facilities and access to refreshments for all mothers wanting to breastfeed.

Safe transportation and storage of milk
At Children's Corner Day Nursery, we follow the recommended guidance (The Food Standards Agency) on both the safe transportation and storage of breast milk. When a parent/ carer brings in fresh breast milk we will store in our fridge at 4 degrees. When a parent/carer brings in fresh milk, staff on arrival will ensure that the milk arrives at the correct temperature of 4 degrees, therefore the milk should arrive in a cool bag and staff will ensure that if it is not used within 24 hours then it is disposed of.
Frozen breast milk must be transported to the setting in a cool bag with ice blocks and still be fully frozen with no signs of thawing. At Children's Corner Day Nursery, we request that all breast milk is labelled with the date and time of that the milk was expressed and your child's full name.

Unique feeding Plan

Prior to settling in with us, during your home visit we will ensure that your child has their own unique feeding plan in place, ready for their first day at the setting. The plan will outline the following information:

- How your baby likes to be held?
- Does your baby like to have their milk cold or warm?
- How is your baby winded? (e.g Upright or over the shoulder)
- Do you have any feeding rituals? (Songs or comforters)
- Teat size

The unique feeding plan will be reviewed regularly according to your babies changing development needs and appetite in conjunction with parents and your baby's keyperson.

Defrosting breast milk
At Children's Corner Day Nursery, we will aim to slowly defrost your child's breast milk in the fridge before giving it to your baby. However, if we need to use it straight away then we will defrost the milk by putting it in a jug of warm water or holding it under running warm water. Once it's defrosted, give it a gentle shake if it has separated. The milk once defrosted will be used straight away and will not be re-frozen. Once your baby has drunk from a bottle of breast milk it should be used within 1 hour and anything left over will be discarded.

Warming up feeds
We will feed expressed milk straight from the fridge if your baby is happy to drink it cold and it is outlined in your baby's unique feeding plan. Staff will also warm the breast

milk up to body temperature if outlined in their feeding plan. Staff will under no circumstances use the microwave to heat up or defrost breast milk as this can cause hot spots, which can burn your baby's mouth.

Breastfeeding support for parents

If parents would like to seek support from the staff regarding breastfeeding, we will ensure that a member of the team will share appropriate guidance and point you in the right direction of support groups local to our setting. As a nursery, we can offer some guidance, however it is always recommended that you speak with your baby's health Visitor or visit your local children's centre which often hold breastfeeding groups. A member of the team will be able to point you in the right direction to your local Children's Centre.

Useful links

https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2022/10/Breastfeeding-leaflet.pdf
https://www.nhs.uk/start-for-life/baby/feeding-your-baby/breastfeeding/
https://www.aroundealing.com/news/baby-friendly/#:~:text=Ealing%20Council%20is%20currently%20implementing%20UNICEF%E2%80%99s%20Baby%20Friendly,breastfeeding%2C%20safe%20bottle%20feeding%20and%20introducing%20other%20foods.

Created Jan 2024, shared at Team meeting in Jan 2024

Children's Corner Day Nursery

Transitions Policy

EYFS: 1.16, 3.1, 3.27

At **Children's Corner Day Nursery,** we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

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

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

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents* inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving rooms procedure

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents and:

- Planning according to the individual needs of the child and when they are ready to move
- Enabling the child to spend short sessions in their new room prior to the permanent move to so they feel comfortable in their new surroundings with their key person initially, so they have a familiar person present at all times
- Wherever possible transitioning groups of friends together to enable these friendships to be kept intact and support the children with the peers they know
- Keeping parents informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries
- Only transitioning the child when they feel settled and ready to move. If a child requires more support this will be discussed between the key person, parent, Setting

Lead and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth transition and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend and of the teachers. This helps the children to become familiar with this new concept and will aid the transition
- Build relationships with local schools where possible throughout the year and invite them to key events or we will attend key events, e.g. nativity, sports day
- We invite school representatives into the nursery, where possible or invite them to talk via online platforms such as Zoom so they have the opportunity to introduce themselves to the children
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We produce a comprehensive report on every child leaving the setting and with parental permission will share this with the school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning
- With parental permission around school allocation day, we may share details of the schools children are going to so parents can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers.

Other early years providers

Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder, we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email, video call or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families' policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings
We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement
We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement, which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes/transitions in their life, we ask that you speak to the nursery Setting Lead and the key person to enable this effective support to be put into place.

* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.

This policy was adopted on	Signed on behalf of the nursery	Date for review
16th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Outdoor Play Policy

EYFS: 1.1-1.6, 1.11 -1.15, 3.55, 3.58, 3.59,3.65

At **Children's Corner Day Nursery** we recognise the importance of daily outdoor play and physical development and are committed to ensure all children have daily access regardless of their age and stage of development. Where possible this includes the children having free access to the outdoors allowing them the freedom to choose whether to play indoors or out. We provide an inclusive outdoor play environment with areas for non-mobile children to freely explore. We make reasonable adjustments where required, in line with the Equality Act 2010. We go out to play with all children in all weathers (unless it is deemed unsafe).

We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity. [8]

The outdoor areas, both within the nursery grounds and in the local community have a wealth of experiences and resources, which help children to learn and develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play'. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the visits outings policy.

We plan all outdoor play opportunities and outings to complement the early years curriculum, this includes providing children with purposeful activities and quality resources that support and follow their individual interests and the seven areas of learning and development. We plan both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours. Where possible and in line with the children's needs we will also often have snacks and meals outdoors and some children will sleep outdoors (see sleep policy).

[8] www.gov.uk/government/publications/uk-physical-activity-guidelines

Where activities take place away from the setting (e.g. in the local wood) then a nursery mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and Safety
- Sun Care
- Caring for Babies and Toddlers
- Lost Child Policy
- Parents and Carers as Partners
- Supervision of Children
- Safeguarding and Child Protection
- Outings.

This policy was adopted on	Signed on behalf of the nursery	Date for review
16th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Multiple Birth Families Policy

EYFS: 1.1, 3.1

At **Children's Corner Day Nursery** we ensure that all families are included and supported fully, no matter how big or small. There are more and more multiple births occurring in the UK, with twins, triplets and even more. As a nursery we accommodate all families and work together with parents* to ensure all children are treated as individuals and supported to make the best progress they can.

This policy should be read in conjunction with our Settling in policy and Parents as partners policy. In addition to these to support the needs of multiple birth families, we will:

- Acknowledge multiple birth relationship as special and to be celebrated as well as encouraging children to develop as individuals
- Work with parents to explore each child's individual preferences, interests, needs and starting points including, where applicable ways for staff to identify them apart
- Complete individual forms for each child to discover their individual routines, specific requirements, dietary needs etc.
- Recognise and celebrate all individual achievements
- Report back on each child separately at the end of the day to the parents
- Consider separation if this is beneficial for their development. Parents, and where appropriate the children, will be involved in the decision for when, where and how this may occur (e.g. focused activities, outdoor play)
- Arrange parental consultations for each child. Each child will receive the same time during the consultation as any other child in the setting. Assessments will be shared based on their individual progress and comparisons between the children will not be made, any concerns will be discussed as per LEARNING DIFFERENCES AND DISABILITY policy
- Understand that each child is unique and not expect them to behave in the same manner, excel in the same areas or enjoy the same activities.

* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.

This policy was adopted on	Signed on behalf of the nursery	Date for review
16th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Caring for Babies and Toddlers Policy

At **CCDN** we care for babies and toddler under the age of two as well as pre-school children.

We ensure their health, safety and well-being through the following:

- Implementing the EYFS requirements at all times and caring for babies and toddlers in a separate base room with a maximum number of***, 9*** children with a minimum ratio of 1:3
- Allocating each baby and toddler a key person who works in partnership with their parent to meet their individual needs and routines
- Having well qualified staff that understand the needs of babies and toddlers, ensuring that at least half of the staff team caring for children under the age of two have undertaken specific training for working with babies
- Ensuring babies and toddlers have opportunities to see and play with older children whilst at nursery
- Toddlers transitioning to the older age groups or rooms when assessed as appropriate (see separate Transitions policy)
- Staff supervising all babies and toddlers and organising the environment to support both non-mobile and mobile babies and toddlers.

Environment

- The environment, equipment and resources are risk assessed and checked daily before the children access the rooms or area. This includes checking the stability of cots and areas around, low/highchairs and ensuring restraints on these, pushchairs and prams are intact and working
- All doors are fitted with viewing panels and door finger-guards to prevent accidents
- Outdoor shoes are removed or covered when entering the baby and toddler area(s). Staff remind parents and visitors to adhere to this procedure. Flooring is cleaned regularly
- Sterilisers are washed out and cleaned daily
- Large pieces of furniture are fixed to the walls to stop them falling on top of babies and young children
- Play and learning is planned in line with children's individual interests and the EYFS learning and development requirements.

Resources

- Care is taken to ensure that babies and toddlers do not have access to resources or activities containing small pieces, which may be swallowed or otherwise injure the child
- Babies and toddlers are closely supervised during all activities
- Resources and equipment that babies and young children have placed in their mouth are cleaned and/or sterilised after use
- All resources are frequently cleaned
- Soft furnishings are frequently cleaned

- The use of resources that restrict babies movement such as baby walkers, pushchairs, jumparoos, etc will not be used on a regular basis because these can contribute to delayed physical development. We follow NHS guidelines which recommends that if these resources are to be used then it should be for no more than 20 minutes at a time.

Intimate Care

- Babies and toddlers have their nappies changed according to their individual needs and requirements by their key person, wherever possible. Checks are documented with the time and staff initials and information is shared with parents
- When developmentally appropriate, we work closely with parents to sensitively support toilet training in a way that suits the individual needs of the child
- Potties are washed and disinfected after every use. Changing mats are wiped with anti-bacterial cleanser before and after every nappy change
- Staff ensure all the equipment is ready before babies and toddlers are placed on the changing mat
- No child is ever left unattended during nappy changing time
- Intimate care times are seen as opportunities for one-to-one interactions
- Staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted. Students only change nappies with the support and close supervision of a qualified member of staff (see separate Student policy)
- Cameras, mobile phones and other equipment capable of recording images (Smartwatches, tablets etc) are not permitted in toilet and nappy changing areas
- Nappy sacks and creams are not left in reach of babies and children
- We always follow systems in place to ensure there is an adequate supply of clean bedding, towels and spare clothes.

See separate Nappy changing policy and Intimate care policy.

Sleep

- We follow the NHS guidance to reduce the risk of sudden infant death syndrome (SIDS)
- Each baby and toddler bedding is washed daily and when necessary, this takes into account any allergies and irritation to soap powders and any individual needs. For example if a child prefers to sleep in a sleeping bag, we will ask parents to bring one from home, which is washed weekly at nursery.
- All cot mattresses and sleep mats meet necessary safety standards. We use a firm and flat mattress and waterproof mattress covers
- Safe sleep guidance is followed at all times, babies are always laid to sleep on their back, with their feet touching the foot of the cot. Children under two years are not given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation
- We also share safe sleep advice with parents
- We ensure that sheets or thin blankets come no higher than the baby's shoulders, to prevent them wriggling under the covers. We make sure the covers are securely tucked in so they cannot slip over the baby's head

- Only sheets and blankets that are of good condition are used, any loose threads are removed
- Cots are checked before use to ensure no items are within reach i.e. hanging over or beside the cot (fly nets, cables, cord blinds)
- Babies sleeping outside have cat/fly nets over their prams and we ensure we only use prams that lie flat for sleeping so babies and toddlers are supported
- Sleeping children are supervised at all times and checks are completed every 10 minutes. This may increase to five minutes for younger babies and/or new babies. Checks are documented with the time and staff initials on the sleep check form and times are shared with parents.

See separate Sleep policy.

Bottles

- Feeding times are seen as an opportunity for bonding between Teaching, Learning and Progress Lead and child and where possible babies are fed by their key person
- Food and milk for babies is prepared in a ***kitchen*** which is specifically designated for this preparation. Handwashing is completed before preparation is undertaken
- Bottles of formula milk are only made up as and when the child needs them. Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated. They are then cooled to body temperature, which means they should feel warm or cool, but not hot. Bottles are tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely
- Bottles are only made following the instructions on the formula. If, during the making process, there are discrepancies, a new bottle will be made
- All new staff will be shown the procedure, and only when competent and confident will they make them on their own. Students are fully supervised
- Nursery bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not washed in the dishwasher). They are replaced as and when required
- Unwanted or left over contents of bottles are disposed of after two hours
- Babies are never left propped up or laid in a cot or a pram with bottles as it is both dangerous and inappropriate
- A designated area is available for mothers who wish to breastfeed their babies or express milk
- Labelled breast milk is stored in the fridge.

Mealtimes

- All low/highchairs used for feeding are fitted with restraints and these are used at all times. Children are never left unattended when eating or when in highchairs. Restraints are removed and washed weekly or as needed
- Mealtimes are seen as social occasions and promote interactions. Staff always sit with babies and young children, interacting, promoting communication and social skills

- All children are closely supervised whilst eating and if any choking incidents occur paediatric first aid will be administered
- Babies and young children are encouraged to feed themselves with support, as required
- We work together with parents regarding weaning and offer any support, as required.

Comforters and pacifier

- We have a separate Use of pacifiers in nursery policy to promote communication and language development
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Dummies are disposed of if they become damaged
- Comforters including teddies and blankets are kept safe and provided at sleep times, or if the child becomes unsettled.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th May 23		21st Feb 25

Children's Corner Day Nursery

Nappy Changing Policy

EYFS: 3.27, 3.61, 3.74

NB This policy may be used as a stand-alone policy adopted within your Intimate Care Policy.

At **Children's Corner Day Nursery,** we support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies according to the child's individual needs and requirements.

Our procedure meets best practice identified by the UK Health Security Agency's *Infection prevention and control* document[9].

We enable a two-way exchange between parents and key persons so that information is shared about nappy changing and toilet training in a way that suits the parents/carers and meets the child's needs.

When developmentally appropriate, we work closely with parents/carers to sensitively support toilet training in a way that suits the individual needs of the child and ensures consistency between home and nursery.

We have appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation, serving areas and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded. Disposable towels or paper roll are placed on top of the changing mat for added protection
- Clean nappies are stored in a clean dry place; soiled nappies are placed in ***closed lid bin in rooms*** before being placed in the bins outside. Bins are foot-pedal operated, regularly emptied after lunch and after 4.30 p.m. and always at the end of the day and placed in an appropriate waste collection area
- We ask that where any non-prescribed creams are needed e.g. Sudocrem that these are supplied by the parent/carer and clearly labelled with the child's name. Prior written permission is obtained from the parent/carer. When applying creams for rashes, a gloved hand is used.

Staff changing nappies will

[9] https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities

- Use a new disposable apron and pair of gloves for each nappy change (you cannot use gloves but then antibac your hands after each change) and always wash hands before and after using gloves
- Clean disinfect and dry mats thoroughly after each nappy change
- Ensure they have all the equipment they need before each nappy change
- Keep nappy bags, gloves and aprons out of reach of babies and children.

Reusable Nappies

In addition to the above procedures, where children wear reusable nappies we will:

- Ask the parents for a demonstration for fitting the nappy correctly
- Dispose of any soiling by flushing straight down the toilet
- Dispose of the reusable nappy liner, and place in a nappy bag (and disposed of as per disposable nappies in a nappy bin)
- Store the used nappies in a sealable wet bag away from children (including a waterproof interior and sealed to prevent any smells escaping)

Provide the parents with the wet bag at the end of the day to clean the used nappies

Reusable Nappies

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works and who is caring for their child
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks
- Training all staff in the appropriate methods for nappy changing
- Ensuring that no child is ever left unattended during the nappy changing time
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted; and that students only change nappies with the support and close supervision of a qualified member of staff
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training

- Working closely with parents/carers on all aspects of the child's care and education as laid out in the parents as partners policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent/carer to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy
- Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors
- Cameras, tablets, mobile phones and any other image sharing or recording devices are not permitted within toilet and intimate care areas
- Operating a whistleblowing policy to help staff raise any concerns relating to their peers or Setting Leads and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the nursery
- Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines
- Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

When developmentally appropriate, we work closely with parents to sensitively support toilet training in a way that suits the individual needs of the child and ensures consistency between home and nursery.

If any parent/carer or member of staff has concerns or questions about nappy changing procedures or individual routines, please see the Setting Lead at the earliest opportunity.

This policy was adopted on	Signed on behalf of the nursery	Date for review
		17th Feb 2025

Children's Corner Day Nursery

Use of Pacifiers in Nursery Policy

EYFS: 1.1-1.6

At **Children's Corner Day Nursery,** we recognise that a Pacifier can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of Pacifiers may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of Pacifiers with parents/carers as part of babies' individual care plans
- Only allow Pacifiers for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store Pacifiers in individual hygienic Pacifiers boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean or sterilise any Pacifiers or bottle that falls on the floor or is picked up by another child.
- Pacifiers will be disposed of if they become damaged and/or when they are required to be disposed of.

When discouraging the Pacifiers staff will:

- Make each child aware of a designated place where the Pacifiers is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their Pacifiers
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their Pacifiers when they go home or at sleep time.

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
16th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Sleep Policy

EYFS: 3.60

At **Children's Corner Day Nursery** we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. We make sure that:

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again, on their own, in which case we enable them to find their own position
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed
- Checks are recorded every 10 minutes and as good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.
- Babies and children are never left to sleep in a separate sleep room without staff supervision at all times

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Only using safety-approved cots or other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet
- Only letting babies sleep in prams if they lie flat and we have written permission from the parent/carer
- Enable babies to sleep outdoors, where appropriate and with parent/carer permission
- Not using cot bumpers or cluttering cots with soft toys, although comforters may be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby/toddler is provided with clean bedding labelled for them and working in partnership with parents/carers to meet any individual needs for example if a child prefers to sleep in a sleeping bag, we will ask parents/carers to bring one from home
- Cleaning all bedding as required and at least daily
- Transferring any baby who falls asleep while being nursed by a Teaching, Learning and Progress Lead to a safe sleeping surface to complete their rest

- Having a no smoking/vaping policy.

We ask parents/carers to complete forms on their child's sleeping routine with the child's key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies or in a sling. We will explain our policy to the parents/carers and not usually offer this unless the baby's doctor has advised the parent/carer of a medical reason to do so in which case, we would ask them to sign to say they have requested we adopt a different position or pattern on the sleeping babies form.

We recognise parent/carer knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep, for example dimming the lights or using soft music, where applicable. We will maintain the needs of the children that do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with other rooms or groups of children.

Staff will discuss with parents any changes in sleep routines at the end of the day and share observations and information about children's behaviour if they do not receive enough sleep.

Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins while working with parents to maintain sleep routines and well-being.

Further information can be found at: http://www.lullabytrust.org.uk

This policy was adopted on	Signed on behalf of the nursery	Date for review
16th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Bereavement Policy

Legislation

- The Parental Bereavement Leave and Pay Act 2018

At **CCDN** we recognise that children and their families may experience grief and the loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their family is upset and why this person or pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The key person and/or the Setting Lead will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.org 116 123

Priory: www.priorygroup.com 0800 691 1481

Child Bereavement UK: www.childbereavementuk.org 01494 568 900

Cruse Bereavement Care: https://www.cruse.org.uk 0808 808 1677

British Association of Counselling: www.bacp.co.uk

SANDS: https://www.sands.org.uk/

Death of a child

If an employee experiences the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, the employee will be entitled to two weeks paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks.

Support will be given, including making reasonable adjustments on the return to work and further ongoing support, as required.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th May 23		21st Feb 25

Children's Corner Day Nursery

Nutrition and Mealtimes Policy

EYFS: 3.48 – 3.50

At **Children's Corner Day Nursery** we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times.

We are committed to offering children healthy, nutritious and balanced meals and snacks, which meet individual needs and requirements.

We ensure that:

- A balanced and healthy breakfast, midday meal, tea and two daily snacks are provided for children attending a full day at the nursery
- Menus are planned in advance and in line with example menu and guidance produced by the Department for Education, these are rotated regularly and reflect cultural diversity and variation. These are displayed for children and parents to view
- All allergens are displayed alongside the menus to show the contents of each meal
- We provide nutritious food at all snack and mealtimes, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings
- Menus include at least **5** servings of fresh fruit and vegetables per day
- Parents and children are involved in menu planning
- Only milk and water are provided as drinks to promote oral health. Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins the nursery. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Staff show sensitivity in providing for children's diets and allergies. They 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
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged.

- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves
- Staff support children to make healthy choices and understand the need for healthy eating
- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Cultural differences in eating habits are respected
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert
- Children not on special diets are encouraged to eat a small piece of everything
- Children who refuse to eat at the mealtime are offered food later in the day
- Children are given time to eat at their own pace and not rushed
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children
- We promote positive attitudes to healthy eating through play opportunities and discussions
- The nursery provides parents with daily written records of feeding routines for all children
- No child is ever left alone when eating/drinking to minimise the risk of choking
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets or biscuits. These will be given at mealtimes to prevent tooth decay and not spoil the child's appetite. Where we have frequent birthdays and celebrations, we consider other alternatives such as celebrating through smiles and praise, stickers and badges, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song
- We **do not** allow parents to bring in cakes on special occasions. We ensure that all food brought in from parents meets the above and health and safety requirements and ingredients that are listed within the Food Information for Consumers (FIR) 2014 and detailed in the allergens policy and procedure
- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

Hints and tips

Why not include a copy of a menu with the daily written records to show parents examples of the nutritious meals and snacks provided? You could also include a copy in the parents' pack sent out for enquiries. This will show your commitment to healthy eating.

This policy was adopted on	Signed on behalf of the nursery	Date for review
16th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Food Play Policy

At **CCDN** we ensure any food we use for play with the children is carefully supervised.
We will also use the following procedures to ensure children are kept safe:

- Choking hazards are checked and avoided
- We will not use whole jelly cubes for play. If we do use jelly to enhance our play, then all jelly will be prepared with water as per the instructions and then used
- Small objects such as dried pasta and pulses will only be used for older children and under supervision
- All allergies and intolerances will be checked and activities will be adapted to suit all children's needs so no child is excluded
- All activities including food will be included on the planning sheets showing all allergens so all staff and parents are aware of the ingredients
- Children's allergies will be visible to staff when placing out food play activities to ensure all needs are met
- Any cooking activities will be checked prior to start to ensure all children are able use all the ingredients based on their individual needs
- We will not use food in play unless it enhances the opportunities children are receiving from the activity. Much of the food will be reused in other activities, especially the dry materials.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
24th May 23		21st Feb 25

Children's Corner Day Nursery

Parents as Partners

EYFS: 1.16 2.1, 2.3, 2.6, 3.27, 3.48, 3.69, 3.74,

At **Children's Corner Day Nursery** we welcome all parents* as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.

The key person system supports engagement with all parents and we use strategies to ensure that all parents can contribute to their child's learning and development. We ask parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. We encourage parents to support and share information about their children's learning and development at home and the key person seeks to engage them in guiding their child's development at home too. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure nursery documentation and communications are provided in different and accessible formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times via our on the nursery website
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings and a parents' forum

- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through *regularly distributed newsletters/*the nursery website
- Operate a key person system to enable parents to establish a close, working relationship with a named Teaching, Learning and Progress Lead and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts and updates as they transition through the setting
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings are held at least twice a year. The nursery consults with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints procedure
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.

This policy was adopted on	Signed on behalf of the nursery	Date for review
16th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Separated Family Policy

EYFS: 3.27, 3.71

At **Children's Corner Day Nursery** we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support a child's emotional well-being and report any significant changes in behaviour to the parent. Parents are signposted to relevant services and organisations for support for the whole family, where required.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

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

Children's Corner Day Nursery

Nursery registration
During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position
- We will seek legal advice in the case of any disputes regarding the care or collection of the child and sharing of information, where required, to ensure we meet all legal requirements.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the Setting Lead and/or key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask the nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

This policy was adopted on	Signed on behalf of the nursery	Date for review

16th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Complaints and Compliments Policy

At **CCDN** we strive to provide the highest quality of care and education for our children and families and believe that all parents are treated with care, courtesy and respect.

We hope that at all times parents are happy and satisfied with the quality and service provided and we encourage parents to voice their appreciation to the staff concerned and/or management. We record all compliments and share these with staff.

We welcome any suggestions from parents on how we can improve our services, and will give prompt and serious attention to any concerns that parents may have. Concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the nursery.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding children and child protection policy.

Internal complaints procedure

Stage 1
If any parent should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person, a senior member of staff or room leader. If this is not resolved, we ask them to discuss this verbally with the Setting Lead.

Stage 2
If the issue still remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery Setting Lead. The Setting Lead will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within **7 working days**. The Setting Lead will document the complaint fully, the actions taken and the outcome in relation to it in the complaints log book.
(Most complaints are usually resolved informally at stage 1 or 2.)

Stage 3
If the matter is still not resolved, the nursery will hold a formal meeting between the Setting Lead, parent and a senior staff member to ensure that it is dealt with comprehensively. The nursery will make a record of the meeting and document any actions. All parties present at the meeting will review the accuracy of the record, and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure.

Stage 4
If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted whenever they

have a concern, including at all stages of the complaints procedure, and information on how to contact Ofsted is displayed in the setting. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, outcomes of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

The record of complaints is made available to Ofsted on request. We will follow this procedure for any other compliments and complaints received from visitors to the provider, where applicable.

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 1231

By post:
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents of children attending on a regular basis.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th May 23		21st Feb 25

Children's Corner Day Nursery

Conflict Resolution with Parents and Aggressive Behaviour Policy

At **CCDN** we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising (if applicable).

If, as a parent, you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face-to-face confrontation.

Calls of an aggressive or abusive manner
The call taker receiving a call leading to abuse or aggression will remain calm and professional and ask the caller to follow the Complaints policy. If the abuse continues the call taker will end the call. Abusive and aggressive calls will be logged with an outline of the conversation.

Emails of an aggressive or abusive manner
The responder will ask the parents to come into the setting to speak in person, as per our Complaints policy. If the emails persist the Setting Lead may seek legal action. All emails will be kept as evidence until the matter is resolved.

Social Media
If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our Complaints procedure. If slanderous or abusive messages continue we will seek legal action against the complainant.

In the event that any person inside the nursery starts to act in an aggressive manner at the nursery, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Remain composed and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour
- If the aggressive behaviour continues or escalates, we will contact the police in order to ensure the safety of our staff team, children and families
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken

- Any aggressive behaviour from a parent could result in the withdrawal of a place for the children. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff
- Management will provide support and reassurance to any staff member involved in such an incident
- Management will signpost parents to organisations or professionals that can offer support, if applicable.

This policy will be followed in the event of any other visitor or member of the public displaying this type of behaviour either by phone, email, social media or in person.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24th May 23		21st Feb 25

Children's Corner Day Nursery

Access and Storage of Information Policy

At **CCDN** we have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention.

Parents are welcome to view the policies and procedures of the nursery, which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery Setting Lead or by accessing the file in **Office** or on the nursery website. The nursery Setting Lead or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed at **displayed in the foyer**. All parent, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

The nursery's records and documentation that are required to be kept and stored by current legislation are performed in accordance with minimum legal archiving requirements. We currently archive these records for at least 24 years to ensure we are covered for any child protection concerns.

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our GDPR privacy notice which was sent to you as a new starter.

If parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

This policy will be reviewed annually and amended according to any change in law or legislation.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th May 23		21st Feb 25

Children's Corner Day Nursery

Admissions Policy

Comments from the legal team to consider:
When using this policy ensure that it is reflecting your admissions criteria, as this must be followed otherwise you could find yourselves in difficulties.

At **CCDN** we care for **28** children between the ages of **12 mths** and **5 years**.

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions we are mindful of staff: child ratios and the facilities available at the nursery.

The nursery uses the following admission criteria, which is applied in the following order of priority:

1. Looked after children
2. A child known by the local authority to have special educational needs and/or a disability (LEARNING DIFFERENCES AND DISABILITY) and whose needs can be best met at the preferred nursery
3. A vulnerable child with either a Child Protection or a Child in Need Plan, or in receipt of other local authority support
4. Children who have siblings who are already with us
5. Children whose parents live within the area.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability. We operate a waiting list and places are offered on an availability basis.

We operate an Inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

Providers eligible to provide government funded places for early education

All settings registered to accept government funding (detailed in the Nursery operational plan) must offer the funded places for two/three to five year olds for early learning sessions specified by the local authority. At **CCDN** we currently provide **12** government funded places for children; this is subject to availability. These places will be allocated on a first come, first served basis and can be booked a term in advance. Please note for the admissions of the government funded nursery education places we have a termly intake, beginning the term following your child's second/third birthday.

Children's Corner Day Nursery

All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place, we will discuss your needs and, as far as possible with availability and staffing arrangements, we will accommodate your wishes. We reserve the right to limit and/or have specific funded sessions, according to our business requirements.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th May 23		21st Feb 25

Children's Corner Day Nursery

Arrivals and Departures Policy

At **CCDN** we give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of children, parents, visitors, employees, volunteers and students.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's key person). The staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the Medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. Photo identification and/or a password are also required, where possible, for the designated adult. Parents are informed about these arrangements and reminded about them regularly. Other than the parents or legal guardian of the child, we do not allow anyone under the age of 18 to collect. If anyone under the age of 18 arrives to collect a child, the parent will be contacted.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent in addition to what may already be shared via electronic systems e.g., meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box or fridge after the parent has arrived and handed to him/her personally. The Medication policy is to be followed regarding parent signatures.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated adult of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the Late collection and non-collection of children policy).

On departure, the staff member releasing the child must mark the attendance register immediately to show that the child has left the premises.

Parents will be informed and reminded not to allow any other person onto the premises when dropping off or collecting to ensure safety at all times.
In the unlikely event that someone gains unauthorised access to the premises and if it feels safe to do so, a member of staff will ask the person the purpose of their visit. If needed our

Lockdown procedure will be initiated by staff and the police will be called. In any cases where someone has gained unauthorised access to the premises, we will revisit our Arrivals and departures procedures and risk assessment.

Adults arriving under the influence of alcohol or drugs.
Please refer to the Alcohol and substance misuse policy.

Arrivals and departures of visitors
For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g., in the visitors' book. Please refer to the Supervision of visitor's policy for further information.

Staff, students, and volunteers
Staff, students and volunteers are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.

This policy was adopted on	Signed on behalf of the nursery	Date for review
19th May 23		21st Feb 25

Children's Corner Day Nursery

Late Collection and Non-Collection Policy

EYFS: 3.4, 3.7, 3.63

At **Children's Corner Day Nursery** we have morning, afternoon and all day sessions. Parents are able to collect their child from the nursery flexibly within this time period. We ask them to be no later than the session end time, for example if they attend the morning session we expect children to be collected no later than *1pm, and afternoon or all day session no later than *6pm. We understand that some parents may arrive earlier to collect their child, which is acceptable. However, the full fees still remain in place for the allocated session times.

We give parents information about the procedures to follow if they expect to be late. These include:

- Calling the nursery as soon as possible to advise of their situation and expected time of arrival
- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after a reasonable amount of time ***½ hour*** has been allowed for lateness, we initiate the following procedure:

- The nursery Setting Lead will be informed that a child has not been collected
- The Setting Lead will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the Setting Lead will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails the Setting Lead will try the emergency contacts shown on the child's records
- The Setting Lead/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the Setting Lead will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- In the event of no contact being made after **one hour** has lapsed, the person in charge will ring the local authority children's social services emergency duty team
- The nursery will inform Ofsted as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process

- In order to provide this additional care a late fee of ***£10 each half an hour*** will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.

Contact numbers:

Name	**Contact No**
Social Services Emergency Duty Team	0208 825 8000
Ofsted	0300 123 1231

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
16th Jan 23		*21st Feb 25*

Children's Corner Day Nursery

Nursery Operational Plan

EYFS: All

At **Children's Corner Day Nursery** we provide quality affordable childcare for the families in and around the local community. Quality childcare brings not only huge benefits for the children but also benefits for the whole community, enabling parents* to start and/or return to work, combine employment with family life and enabling employers to retain and recruit employees from the local community.

We want parents to feel confident about the quality of care that is provided for their child in order for them to have no concerns for their child's health, welfare and early learning. We continuously reflect on the quality we provide and further develop our practice in line with policy, research, best practice and internal/external feedback. We ensure we update our business/action plan at least annually and combine this information.

We welcome parent's opinions and contributions to the quality improvement process and actively seek feedback through questionnaires, parents' evenings and informal discussion, which is recorded.

In order for our nursery to run effectively and efficiently serve local community needs, it is important that we have an operational plan that is implemented, reviewed and revised on a regular basis. This plan is a blueprint for managing the nursery. It describes how the nursery is run and what type of service is provided. It describes the nursery service, the structure of the nursery, who is responsible and guidance on practices and procedures.

The plan is used by the nursery Setting Lead, staff, parents and outside agencies as a reference tool for general day-to-day practice and a tool against which to assess the quality of the service provided. We review this policy on a regular basis **once a year,** using reflective practice, and make and implement any necessary changes following a review.

Our operational plan includes:

Main index

The Early Years Foundation Stage
- Learning and development requirements
- Assessment and Progress Check at age two
- Key Person approach
- Equal Opportunities and Inclusion.

Safeguarding and Child Protection
- Emergency Contacts
    - Designated Person(s).

Leadership and Management
- Suitable People

- Organisation Structure
- Senior Management Contacts
- Nursery Organisation Structure Chart
- Staff Deployment
- Training Analysis/Chart
- Recruitment and selection procedures
- Checklist for New Starters.

Health and Medicines

- Names of the Staff who are Paediatric First Aid Trained
- Contingency Plans
- Accident and Medication Procedures.

Managing Behaviour

- Policy and Procedure.

Safety and Suitability of Premises, Environment and Equipment

- Emergency Evacuation Procedures
- Emergency Locations
- Policy and Procedure Documentation
- Health and Safety Documentation
- Daily Operations Statement
- Risk Assessments
- Outings.

Information and Records

- Registration Details for Child
- Occupancy and Daily Records
- Parent Pack
- Complaints and Compliments.

Business planning

- Mission and Vision Statement
- Inspection Report
- Important Information
- Nursery Plans
- Nursery Leaflet.

* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.

Children's Corner Day Nursery

Contact numbers

Service	Name of person	Contact details
Builder	Bazil Patel In Baz's absence: Raj Patel	0786 780 0076 0788 992 9481
Community Support Officer (police)		0208 825 7600 communitysafety@ealing.gov.uk
Company Insurance & Employee Liability	Dot 2 dot - 100723662BDN/0967	01204 570382 FREE Counselling 01179340105
Ealing Children's Integrated Response Service (ECIRS)	Child protection concern	0208 825 5236
Ealing Family Information Service		0208 825 9860 www.childrenscentres.org.uk
Ealing Hospital	Uxbridge Road Ealing, W13	0208 967 5000
Gas & Electricity provider	Smartest Energy tel:01903703400 Gas a/c no. 9U35XCG3S Elec a/c no. 100011296125	(Elec) In case of loss of power call 105 (gas) National Grid on 0800 111999
Intercom Engineer	Cam Squad – Daniel	07984679999
Environmental Health		0208 825 9654
Fire & Rescue	West Ealing	0208 555 1200
Gas Boiler & Plumber (West London Gas)	Andy	0208 832 7345
Glazer (Window)	Albright, Northfield,	0208 840 1044
Health & Safety	Businesses	0208 825 6666 foodsafety@ealing.gov.uk
ICO – Information Commission Office	Ref No. Z2051615	https://ico.org.uk
LADO (Safeguarding officer) Local Authority Designated Officer	Natalie Cernuda	0208 825 5268 Asv@ealing.gov.uk
Locksmith (Shaun)	Smart locksmith	0203 488 3144 Info@smart-locksmith.co.uk
NHS Direct		111
Ofsted	EY402035	08456 404043 complaint: 0300 123 1231 enquires@ofsted.gov.uk www.ofsted.gov.uk
Pest control	Pest A Rest	0208 567 7028
Police		999 (non-emergency 101) local 0208 721 2919 (Ealing)
TalkTalk (Phone and broadband)	A/C no. 882 01529874	Fault service: 0800 0833 003
Waste management	Waste Collection	0208 825 6000 customers@ealing.gov.uk
Water Board **(Thames Water)**	A/C no. 2756864401	0845 9200 805

Emergency locations

Water main stop tap	In red cupboard near art cupboard
Gas point	In the front of the house
Fuse box	In foyer
Boiler	In Kitchen

This policy was adopted on	Signed on behalf of the nursery	Date for review
[Insert date]		*21st Feb 25*

Children's Corner Day Nursery

GDPR Privacy Notice

What is the purpose of this document?

CCDN ("the nursery" or "we") is committed to protecting the privacy and security of your personal information.

This privacy notice describes how the nursery collects and uses personal information about employees of the nursery ("employees"), children attending the nursery ("child" or "children") and the parents of the children ("parents") (known collectively as "you" or "your"), in accordance with the General Data Protection Regulation (GDPR).

The nursery ***Children's Corner Day Nursery*** is a "data controller". This means that we are responsible for deciding how we hold and use personal information about you. We are required under data protection legislation to notify you of the information contained in this privacy notice.

This notice applies to employees, children and parents. This notice does not form part of any contract of employment or other contract to provide services. We may update this notice at any time but if we do so, we will provide you with an updated copy of this notice as soon as reasonably practical.

It is important that employees, children and parents read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about you, so that you are aware of how and why we are using such information and what your rights are under the data protection legislation.

Data protection principles

We will comply with data protection law. This says that the personal information we hold about you must be:

- Used lawfully, fairly and in a transparent way
- Collected only for valid purposes that we have clearly explained to you and not used in any way that is incompatible with those purposes
- Relevant to the purposes we have told you about and limited only to those purposes
- Accurate and kept up to date
- Kept only as long as necessary for the purposes we have told you about
- Kept securely.

The kind of information we hold about you

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).

There are "special categories" of more sensitive personal data which require a higher level of protection, such as information about a person's health or sexual orientation.

Employees

We will collect, store, and use the following categories of personal information about employees:

- Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses
- Date of birth
- Gender
- Marital status and dependants
- Next of kin and emergency contact information
- National Insurance number
- Bank account details, payroll records and tax status information
- Salary, annual leave, pension and benefits information
- Start date and, if different, the date of an employee's continuous employment
- Location of employment or workplace
- Copy of driving licence (where applicable)
- Recruitment information (including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process)
- Employment records (including job titles, work history, working hours, holidays, training records and professional memberships)
- Personnel files and training records including performance information, disciplinary and grievance information, and working time records
- Information about your use of our information and communications systems
- Records of any reportable death, injury, disease or dangerous occurrence.

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about an employee's race or ethnicity
- Information about an employee's health, including any medical condition, accident, health and sickness records, including:
    - Where an employee leaves employment and under any share plan operated by a group company the reason for leaving is determined to be ill-health, injury or disability, the records relating to that decision
    - Details of any absences (other than holidays) from work including time on statutory parental leave and sick leave, and
    - Where an employee leaves employment and the reason for leaving is related to their health, information about that condition needed for pensions and permanent health insurance purposes.

Children

We will collect, store, and use the following categories of personal information about children:

- Name
- Date of birth

- Home address
- Dietary requirements
- Attendance information
- Photographs and video clips of the child to signpost children to where their belongings are stored at the nursery that they attend, and also for general display purposes
- Emergency contact should parents be unavailable and the emergency contact's contact details
- Record book for each child containing the work of the child whilst at the nursery, observations about the child's development whilst at the nursery from employees of the nursery, specific examples of the child's progress, photographs demonstrating the child's development whilst at the nursery, and personal details of the child (e.g. their date of birth) ("progress report")
- Records relating to individual children e.g. care plans, common assessment frameworks, speech and language referral forms
- Accidents and pre-existing injuries forms
- Records of any reportable death, injury, disease or dangerous occurrence
- Observation, planning and assessment records of children

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a child's race or ethnicity, spoken language and nationality
- Information about a child's health, including any medical condition, health and sickness records
- Information about a child's accident or incident reports including reports of pre-existing injuries
- Information about a child's incident forms, child protection referral forms and child protection case details and/or reports.

Parents

We will collect, store, and use the following categories of personal information about parents:

- Name
- Home address
- Telephone numbers, and personal email addresses
- National Insurance number
- Bank account details.

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a parent's race or ethnicity, spoken language and nationality
- Conversations with parents where employees of the nursery deem it relevant to the prevention of radicalisation or other aspects of the governments Prevent strategy.

How is your personal information collected?

Employees
We collect personal information about employees through the application and recruitment process, either directly from candidates or sometimes from an employment agency or background check provider. We may sometimes collect additional information from third parties including former employers, credit reference agencies or other background check agencies.

We will collect additional personal information in the course of job-related activities throughout the period of when an employee works for us.

Children and parents
We collect personal information about children and parents from when the initial enquiry is made by the parents, through the enrolment process and until the children stop using the nursery's services.

How we will use information about you

We will only use your personal information when the law allows us to. Most commonly, we will use your personal information in the following circumstances:

- Where we need to perform the contract we have entered into with you
- Where we need to comply with a legal obligation
- Where it is necessary for our legitimate interests (or those of a third party) and your interests and fundamental rights do not override those interests.

We may also use your personal information in the following situations, which are likely to be rare:

- Where we need to protect your interests (or someone else's interests).

Situations in which we will use employee personal information
We need all the categories of information in the list above (see employee section within the paragraph entitled 'The kind of information we hold about you') primarily to allow us to perform our contracts with employees and to enable us to comply with legal obligations. The situations in which we will process employee personal information are listed below.

- Making a decision about an employee's recruitment or appointment
- Checking an employee is legally entitled to work in the UK. Paying an employee and, if an employee is an employee or deemed employee for tax purposes, deducting tax and National Insurance contributions (NICs)
- Providing any employee benefits to employees
- Enrolling you in a pension arrangement in accordance with our statutory automatic enrolment duties
- Liaising with the trustees or Setting Leads of a pension arrangement operated by a group company, your pension provider and any other provider of employee benefits
- Administering the contract we have entered into with an employee

- Conducting performance and/or salary reviews, managing performance and determining performance requirements
- Assessing qualifications for a particular job or task, including decisions about promotions
- Gathering evidence for possible grievance or disciplinary hearings
- Making decisions about an employee's continued employment and engagement
- Making arrangements for the termination of our working relationship
- Education, training and development requirements
- Dealing with legal disputes involving employees, including accidents at work
- Ascertaining an employee's fitness to work
- Managing sickness absence
- Complying with health and safety obligations
- To prevent fraud
- To monitor your use of our information and communication systems to ensure compliance with our IT policies
- To ensure network and information security, including preventing unauthorised access to our computer and electronic communications systems and preventing malicious software distribution
- Equal opportunities monitoring.

Some of the above grounds for processing will overlap and there may be several grounds which justify our use of an employee's personal information.

Situations in which the nursery will use personal information of children
We need all the categories of information in the list above (see children section within the paragraph entitled 'The kind of information we hold about you') primarily to allow us to perform our obligations (including our legal obligations to children). The situations in which we will process personal information of children are listed below.

- Upon consent from the parents, personal data of children will be shared with schools for progression into the next stage of their education
- Personal information of children will be shared with local authorities without the consent of parents where there is a situation where child protection is necessary
- The personal information of children will be shared with local authorities without the consent of parents for funding purposes
- Ofsted will be allowed access to the nursery's systems to review child protection records
- To ensure we meet the needs of the children
- To enable the appropriate funding to be received
- Report on a child's progress whilst with the nursery
- To check safeguarding records
- To check complaint records
- To check attendance patterns are recorded
- When a child's progress report is given to his/her parent in order for that parent to pass the same progress report to a school for application or enrolment purposes.

Situations in which the nursery will use personal information of parents
We need all the categories of information in the list above (see parents section within the paragraph entitled 'The kind of information we hold about you') primarily to allow us to perform our contracts with parents and to enable us to comply with legal obligations. The situations in which we will process personal information of parents are listed below.

- The personal information of parents will be shared with local authorities without the consent of parents for funding purposes
- To report on a child's attendance
- To be able to contact a parent or a child's emergency contact about their child
- To ensure nursery fees are paid.

If employees and parents fail to provide personal information
If employees and parents fail to provide certain information when requested, we may not be able to perform the respective contracts we have entered into with employees and parents, or we may be prevented from complying with our respective legal obligations to employees, children and parents.

Change of purpose
We will only use your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use your personal information for an unrelated purpose, we will notify the employee, child or parent, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so.

Please note that we may process an employee's, a child's or a parent's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

How we use particularly sensitive personal information
"Special categories" of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in the following circumstances:

- In limited circumstances, with employee or parent explicit written consent
- Where we need to carry out our legal obligations or exercise rights in connection with employee employment
- Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an employee, a child or a parents' interests (or someone else's interests) and the employee, child or parent as is appropriate is not capable of giving consent, or where the employee or parent has already made the information public.

The nursery's obligations as an employer

We will use particularly sensitive personal information of employees in the following ways:

- We will use information relating to leaves of absence, which may include sickness absence or family related leaves, to comply with employment and other laws
- We will use information about the physical or mental health of an employee, or their disability status, to ensure employee health and safety in the workplace and to assess the fitness of employees to work, to provide appropriate workplace adjustments, to monitor and manage sickness absence and to administer benefits including statutory maternity pay, statutory sick pay, pensions and permanent health insurance
- We will use information about an employee's race or national or ethnic origin, religious, philosophical or moral beliefs, or an employee's sexual life or sexual orientation, to ensure meaningful equal opportunity monitoring and reporting.

Do we need employee consent?

We do not need the consent of employees if we use special categories of personal information in accordance with our written policy to carry out our legal obligations or exercise specific rights in the field of employment law.

In limited circumstances, we may approach employees for their written consent to allow us to process certain particularly sensitive data. If we do so, we will provide employees with full details of the information that we would like and the reason we need it, so that employees can carefully consider whether they wish to consent. Employees should be aware that it is not a condition of their contract with the nursery that they agree to any request for consent from us.

Information about criminal convictions

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided we do so in line with our Data protection and confidentiality policy.

Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of you (or someone else's interests) and you are not capable of giving your consent, or where an employee or a parent, as is relevant to the circumstances, has already made the information public.

We envisage that we will hold information about criminal convictions.

We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service ("DBS") checks. Where appropriate, we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of you working for us. We will use information about criminal convictions and offences in the following ways:

- To conduct a DBS check on each employee, to record the date of the DBS check, the number of the DBS check and the name of the body conducting the DBS check.

We are allowed to use your personal information in this way to carry out our obligations.

We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

Automated decision-making

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:

- Where we have notified employees or parents of the decision and given the employee or the parent as is appropriate 21 days to request a reconsideration
- Where it is necessary to perform the contract with an employee or a parent and appropriate measures are in place to safeguard the employee's, the child's or the parent's rights as is appropriate
- In limited circumstances, with explicit written consent from the employee or the parent, as is appropriate, and where appropriate measures are in place to safeguard employee or parent rights.

If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from an employee or a parent as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard an employee's or a parent's rights as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on you based solely on automated decision-making, unless we have a lawful basis for doing so and we have notified the employee or the parent as is appropriate in the circumstances.

Data sharing

We may have to share employee, child or parent data with third parties, including third-party service providers and other entities in the group.

We require third parties to respect the security of your data and to treat it in accordance with the law.

Why might the nursery share employee, child or parent personal information with third parties?

We will share your personal information with third parties where required by law, where it is necessary to administer the working relationship with you or where we have another legitimate interest in doing so.

Which third-party service providers process my personal information?

"Third parties" includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following third-party service providers process personal information about you for the following purposes:

- Local Authorities – for funding and monitoring reasons (e.g. equal opportunities and uptake of funded hours)

- Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- Schools – to provide a successful transition by ensuring information about the child's progress and current level of development and interests are shared.

We will share personal data regarding your participation in any pension arrangement operated by a group company with the trustees or scheme Setting Leads of the arrangement in connection with the administration of the arrangements.

How secure is my information with third-party service providers and other entities in our group?
All our third-party service providers and other entities in the group are required to take appropriate security measures to protect your personal information in line with our policies. We do not allow our third-party service providers to use your personal data for their own purposes. We only permit them to process your personal data for specified purposes and in accordance with our instructions.

When might you share my personal information with other entities in the group?
We will share your personal information with other entities in our group as part of our [DESCRIBE OTHER KNOWN ACTIVITIES].

What about other third parties?
We may share your personal information with other third parties, for example in the context of the possible sale or restructuring of the business. In this situation we will, as far as possible, share anonymised data with the other parties before the transaction completes. Once the transaction is completed, we will share your personal data with the other parties, if and to the extent required, under the terms of the transaction.

We may also need to share your personal information with a regulator or to otherwise comply with the law.

Data retention

How long will you use my information for?
We will only retain your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our retention policy which is available from the Setting Lead. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

In some circumstances we may anonymise your personal information so that it can no longer

be associated with you, in which case we may use such information without further notice to you.

Once you are no longer an employee, or a child benefiting from the nursery's services or a parent, as is appropriate, we will retain and securely destroy your personal information in accordance with [our data retention policy **OR** applicable laws and regulations].

Rights of access, correction, erasure, and restriction

Your duty to inform us of changes
It is important that the personal information we hold about you is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Your rights in connection with personal information
Under certain circumstances, by law you have the right to:

- **Request access** to your personal information (commonly known as a "data subject access request"). This enables you to receive a copy of the personal information we hold about you and to check that we are lawfully processing it
- **Request correction** of the personal information that we hold about you. This enables you to have any incomplete or inaccurate information we hold about you corrected
- **Request erasure** of your personal information. This enables employees or parents to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your personal information where you have exercised your right to object to processing (see below)
- **Object to processing** of your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground. You also have the right to object where we are processing your personal information for direct marketing purposes
- **Request the restriction of processing** of your personal information. This enables employees or parents, as is appropriate, to ask us to suspend the processing of personal information about you for example if you want us to establish its accuracy or the reason for processing it
- **Request the transfer** of your personal information to another party.

If you want to review, verify, correct or request erasure of your personal information, object to the processing of your personal data, or request that we transfer a copy of your personal information to another party, please contact the Setting Lead in writing.

No fee usually required
You will not have to pay a fee to access your personal information (or to exercise any of the other rights).

What we may need from you

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights).

This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

Right to withdraw consent
In the limited circumstances where you may have provided your consent to the collection, processing and transfer of your personal information for a specific purpose, you have the right to withdraw your consent for that specific processing at any time. To withdraw your consent, please contact **Mrs Kokila Patel/Director.** Once we have received notification that you have withdrawn your consent, we will no longer process your information for the purpose or purposes you originally agreed to, unless we have another legitimate basis for doing so in law.

Changes to this privacy notice
We reserve the right to update this privacy notice at any time, and we will provide you with a new privacy notice when we make any substantial updates. We may also notify you in other ways from time to time about the processing of your personal information.

If you have any questions about this privacy notice, please contact Mrs Kokila Patel, Director - 07879882027

I,_____ (employee/parent),

acknowledge that on _____ (date), I received a copy of the

nursery's privacy notice for employees, children and parents and that I have read and understood it.

Signature……

Name …….