



Little Garden Nursery SEND Policy

Rationale

To allow all children to achieve their potential, by providing targeted support to those children we have identified as having a slower rate of progress or a specific barrier to their learning.

Aims and objectives

- To explain how the Special Educational Needs of children are identified, assessed and provided for
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that Gifted children are also provided for

Definition of Special Educational Needs (SEN) and Statutory Basis

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them". As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled children. This policy is in line with:

- The SEND Code of Practice 2014
- The Equality Act 2010
- The Statutory Framework for the EYFS 2014

The 4 broad areas of need and support

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

How we determine whether a child has a SEND at The Little Garden Nursery

Quantitatively

- When Monitoring children's progress on the Development Matters Targets use the age vs attainment graph to highlight which children are working significantly below the expected level for their age
- Monitor their rate of progress towards the Early Learning Goals to assess whether the gap is likely to narrow without intervention
- Use of the 2 year old check



- If attainment and progress is behind the expected rate – begin the process of Assess / Plan / Do / Review

Qualitatively

- Each month a discussion is held at the beginning of our staff meeting to discuss any concerns we have regarding a child's development
- If in discussion between a child's key person / SENCO / Manager we feel intervention would be beneficial we will begin the process of Assess / Plan / Do / Review.

Level 2 - What we will do for those children who may require intervention

If a child is identified as needing help in narrowing the gap or support with a specific barrier to learning, the Graduated Approach will be used. It is important to involve parents in every step of the process. All children at this Level or above will be listed in the SEND folder. The SENCo, Key person, Parents and Staff team will:

- 1) **Assess** – what is this child's key area of need. Carry out an analysis of need – using 2 year old check / Ealing progress check / Our setting tracking / Gathering views of staff and parents - Which area will we focus on developing?
- 2) **Plan** – Set a target using the S.M.A.R.T principles – use Ealing's provision map
- 3) **Do** – Carry out the actions identified in the plan stage. Actions are targets to be included on the setting's normal planning format.
- 4) **Review** – A review date will be set during the 'Plan' stage. When this date is reached the SENCo / Key Person and Parent will evaluate - Has this target been met? What do we need to do next?

This process should take roughly 3 months from inception to completion. The plan will be written by a combination of SENCo / Key worker in conjunction with the parents. The review process will decide; whether the child has now narrowed the gap and there is no need of further support, to carry on at Stage 2 or if greater support is needed to bring in outside agencies and move to Stage 3.

Level 3 – What to do if Level 2 does not have the desired impact?

“Where a child continues to make less than expected progress, despite evidence –based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists.” (SEND C of P p88)

The setting could in conjunction with parents, choose one of the following options for referral:

- Referral to Ealing Speech & Language Team
- A direct referral to the Educational Psychologist
- To advise a referral through the child's GP or health visitor



Once this has been done, the same Graduated Approach (Assess, Plan, Do, Review) will be implemented but with reference to the advice of the specialist professionals involved.

Early Help Assessment and Plan (EHAP)

“Where the child’s need can’t be met through a single service or by universal services, the parent, setting or other specialist can initiate an EHAP.” (A revision of the CAF) If outside agencies are involved, the setting will liaise with the Family Information Service (FIS) to start up the EHAP process to ensure the ‘Team around the family’ work in tandem to ensure the best results for the child.

Local Offer

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

The Local Offer has two key purposes:

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

The Ealing Local Offer can be found -

www.ealing.gov.uk/info/200994/special_educational_needs_and_disability

Level 4 – Education, Health & Care Plan

“Where despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made good progress, the setting should consider requesting an “Educational, Health and Care Assessment.” (CofP p88)

To do this, the SENCo / Parents and Key Person will make a request to Ealing for A Statutory Assessment of Education, Health and Care (ESRA). This process is explained in more detail in the SEN folder.

Gifted and Talented Children

At times there will be some children who are especially gifted. Provision at Level 2 will be made for these children to help ensure that they progress towards the Early Learning Goals at a faster than expected rate of progress. Further and more importantly, actions will be taken to develop these children’s;

- Creativity
- Fascinations
- Collaborations



Regard can be given to the document 'Finding and Exploring Young Children's Fascinations'

http://earlyyearsmatters.co.uk/wp-content/uploads/2011/03/sen_gt_yc_fasc_0010710.pdf

Little Garden Nursery – Equality & Inclusion Policy

Rationale of this Policy

Little Garden Nursery is committed to equality and inclusion. This policy sets out our values, and how we will ensure that those values are effectively adhered to.

Relevant Statutes

- The Equality Acts 2010 & 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

Aims of Little Garden Nursery

- Provide a secure and accessible environment which all children can enjoy
- Ensure the curriculum and activities allow every child to achieve
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- Ensure all staff (and potential staff) are treated with equality and fairness.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity through on-going training

Pupils Admissions

- Our setting is open to all members of the community.
- Our services are advertised widely, reflecting the diversity of members of our society in our publicity and promotional materials.
- Our admissions policy is based on a fair system.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against disabled children. Consideration needs to be given to any reasonable adjustments required to include any child who may have a disability or special educational needs.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the setting and in the curriculum offered.



- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name-calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Curriculum & Environment

The curriculum offered should facilitate children in learning to respect both themselves and others of all backgrounds whilst being accessible to all. We will ensure that the environment is suitable for all people.

We do this by:

- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities; e.g. recognising the different learning styles of girls and boys
- SENCo to monitor that all planning, lessons, outcomes are fair and accessible to all, in line with the SEND Code of Practice
- Ensuring the learning opportunities do not reinforce gender stereotypes.
- Ensuring the learning opportunities cater for Visual / Auditory and Kinaesthetic learners.
- Positively reflecting the widest possible range of communities in the choice of resources whilst avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Celebrating a wide range of festivals
- Differentiating the curriculum to meet children's special educational needs
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning

Valuing diversity in families.

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the nursery.
- We encourage parents/carers to take part in the life of the nursery and to contribute fully.
- For families who speak languages in addition to English, we will develop a means to ensure their full inclusion.

Food



- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- Our Menu has been designed to reflect the demographic of the local area
- Further, we help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Staff

It is the duty of all staff to ensure The Little Garden Nursery respects the principles of equality and inclusion. They must ensure all pupils have fair access to the curriculum

Little Garden Nursery is fully committed to providing a harmonious working environment in which employees are able to maximise their full potential and to contribute to business success, irrespective of their gender, race, disability, sexual orientation, marital status, age, religion or beliefs. Little Garden Nursery is committed to identifying and eliminating discriminatory practises, procedures and attitudes throughout the organisation. Little Garden Nursery Believes that all employees are entitled to be treated with dignity and respect while at work and also when representing the business in any capacity outside of work. Little Garden Nursery expects employees to support this commitment and to assist in all possible ways.

The aim of this policy is to prevent discrimination, provide guidance to resolve any problem

Recruitment

See appendix for Recruitment Procedure

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all subject to appropriate experience and qualifications.
- We may use exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- All applicants will go through the same process of selection (see appendix).
- The applicant who best meets the criteria is offered the post, subject to references and checks by the DBS. This ensures fairness in the selection process.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures.

Review of this policy



- We review our practices (on an annual basis) to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion

Race equality policy

Aim of Policy

To promote equality of opportunity for all groups within Little Garden Nursery.

The Nursery management is committed to a policy of equality of opportunity for all pupils, staff, parents/carers and will work to the principles of equal opportunity throughout all its activities. We believe that everyone in our nursery is of equal value and should be treated fairly in life. In order to achieve this, we aim to provide an education and nursery experience, which free from discrimination on the grounds of race, ability, religion and gender. This is committed to challenging and preventing discrimination, whether it occurs directly or indirectly. We treat each other equally, with dignity and respect, and seek to promote equality at, all times. We actively promote positive values and attitudes regarding race, gender, religion and disability within the school and wider community.

Objectives

Pupils

- To prepare pupils to be full citizens of Britain's multi-cultural society.
- To encourage all pupils to achieve their full potential.
- To take specific action to address any differences between racial groups in their attainment and progress.

Staff

- To maintain positive staff morale and performance by giving all groups the opportunity and support to develop their skills and knowledge.

Parents

- To take specific action to encourage parents/carers to be active participants in their children's education.

The school community

- To create a positive, inclusive environment, based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.



General duties.

The management has the following general duties:

- To eliminate race discrimination.
- To promote equality of opportunity.
- To promote good relations between people from different racial groups and cultures.

Equal Opportunities

This policy addresses equal opportunity through five strands – ability, disability, race equality, religion and gender.

Ability

In this policy, the term ‘ability’ is used to describe pupils’ academic ability. We recognise that pupils within This reflect varying ability levels and in order to promote access and avoid discrimination through ability, we will:

- Plan differentiated learning experiences which meet the needs of individual pupils;
- Acquire the necessary additional resources (human and material) to meet the needs of all pupils including the more able and pupils with special educational needs (SEN).
- Run extra curriculum programmes which meet the needs of a range of pupils and which support the taught curriculum, including speech and language support, and parent workshops;
- Identify more able pupils regularly and monitor their progress.

Disability

In this policy, the term ‘disability’ refers to physical disability. We aim to ensure that the needs of all pupils with varying disabilities are met. In order to promote access and avoid discrimination through disability, we will:

- Ensure that all pupils with disabilities have access to an inclusive curriculum which does not discriminate or alienate them from their peers;
- Ensure that all efforts are made to make the setting site physically accessible to adults and children;
- Ensure that the annual health and safety reviews take into account the needs of existing and potential pupils with disabilities;
- Liaise with other agencies including health services, social services, speech therapy etc., to meet the needs of pupils with disabilities;



- Ensure that training opportunities exist for all staff.

Racial Equality

In promoting good race equality and avoiding unlawful discrimination, we will:

- Adhere to the Statutory Duties under the Race Relations Act 1976 (as amended by the Race Relations Amendment Act)
- Religion. We recognise that many world religions are represented and practised by the pupils and their families. To promote access and avoid discrimination we will:
- Ensure that the behaviour policy has stringent sanctions to discourage any acts of discrimination against pupils and staff on the basis of a person's religion.
- Ensure that all school policies and religious education planning take account of the needs of the different religious groups;
- Ensure school resources, including displays, books and posters, positively reflect the school's religious diversity;
- Ensure that we accept and support religious practices when they impinge on school life e.g. acknowledge the needs of pupils and their families who are fasting; authorise absence due to religious festivals;
- Liaise with outside agencies, to promote their role in educating our pupils in a particular faith)

Gender

We aim to promote gender equality in all areas of school activity. To promote access and avoid gender discrimination we will:

- Ensure that the attainment and progress of pupils are monitored by gender;
- Provide resources and differentiated targets to address the needs of groups of pupils of either gender who are underachieving;
- Ensure that the setting is developing effective arrangements regarding the pupils' use of space both inside the building and outdoors so that girls and boys have equal access to social and play spaces.
- Ensure that through PHSE there are opportunities for pupils to discuss gender issues
- Ensure that both genders have equality of access to curricular and extra-curricular activities;
- Ensure that both genders have equal access to learning resources;
- Ensure that both genders have equal access to the roles of responsibility;
- Ensure that all school resources avoid traditional gender stereotypes and promote positive Images of achievement and role by both genders;
- Monitor staff and government recruitment, retention and career development to promote a gender balance.

Attainment, progress and assessment.



- Monitor individual pupils' attainment and progress for signs of underachievement and inform the Senior Leadership Team (SLT), suggesting ways to address any underachievement identified;
- Ensure that teaching methods and organisation engage all pupils, by providing equal access to the whole curriculum;
- Ensure that teaching styles, language and questioning in the classroom, include all pupils fairly).

The Curriculum

- Seek to promote cultural education through the aspects of the Early Years Curriculum which address history, religious education, personal, health and social education and citizenship.

Culture and ethos of the nursery

- Ensure that the attainment and progress of pupils is monitored by ethnic group and language spoken;
- Ensure that PHSE is incorporated to promote children's understanding of racial equality and cultural diversity;
- Organise regular multicultural events to celebrate cultural diversity;

Parental/Community Involvement

- Ensure proactive steps are taken to involve parents/carers in the nursery including the celebration of festivals;
- Liaise with Managers to produce translated documents wherever possible.
- Liaise with interested community groups to support the needs of parents/carers and pupils.

Staffing & Recruitment

- Monitor the employment and professional development of all staff.
- Ensure staff development is designed to meet any particular needs and to promote understanding of diversity.

Race Relations and Inclusion

The Head of Nursery / Inclusion Manager will be responsible for providing additional support and liaising with other agencies to ensure sick children, travellers, asylum seekers, refugees, EAL children and those from ethnic and faith groups are supported effectively.



Our nursery will provide structured learning and support programmes which consider:

- An inclusive curriculum which reflects the cultural background of all pupils and encourages respect, tolerance and empathy towards others.
- That pupils who are learning English as an additional language receive support.
- That there are curriculum opportunities which are designed to meet the needs of all pupils
- Target setting in consultation with the child and their parents and or carers.
- That all pupils have access to appropriate support and facilities;

Dealing with Racist Incidents

The Little Garden nursery will follow LA guidelines when dealing with racist incidents and racial harassment. Any incident of racial harassment is unacceptable in our nursery. Incidents could take the form of physical assault, verbal abuse and damage to a pupil's property, or lack of co-operation in a session due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed setting procedures:

- Stop the incident, ascertain all facts and comfort the pupil who is the victim.
- Reprimand the aggressor and inform the victim what action has been taken.
- If the incident is witnessed by other pupils, tell them why it is wrong.
- Report the incident to the Manager of Nursery.
- Manager to record incident on a behaviour Incident sheet, including reports from witnesses and action taken.
- Manager to inform parents of victim and aggressor. Make parents aware that incident will be recorded in line with the school's Nursery's racial monitoring policy.

Review of the Policy

This policy is monitored on a regular basis by the Managers

The key questions at review might include:

Are there particular groups who are attaining at a lower level than national/local figures? What has the nursery done to address this?

Have specific projects to address the issue of underachievement been successful? If not, why not?

What is the nursery doing to prevent/deal with discrimination?

Are all staff being encouraged and supported in developing their skills and knowledge? Are the pupils equipped to live in a diverse society?



What changes need to be made to this and other policies to achieve the nursery's aims?

Policy Date: 28/06 2021

Signed: Rassmieh Ketabpour

Review date: Date: June 2022

Little Garden Nursery Accident, Injury & Evacuation Policy

Aims of this Policy

In Order to be fully prepared in the event of Accidents and Injuries this document will detail how to record Accidents, Injures and Fire Drills as well as set out procedures that will be used in the case of having to evacuate the premises

Accident and Incident policy

- In order to deal with accidents and injuries all staff will have a current paediatric first aid certificate at Little Garden Nursery.
- All first aid training will be approved by Ealing Council and renewed every three years
- All Staff will be made fully aware of parent's wishes regarding potential accidents and injuries, for example religious beliefs.
- All accidents and incidents will be recorded, the child's parents or carer will have to read a note explaining what has happened when they collect the child unless Little Garden Nursery Owners or Manager decides it is best to phone the child's parents and inform them earlier.

Accident Records

All accidents and injures will be recorded in the accident record book by the member of staff who deals with the accident, this will include which will include:

- Name of child
- The time, date and nature of any accident
- The action taken at the time, any action taken later and who did what
- The circumstances of the accident, names of any adults and children involved and any witnesses
- The signature of the staff member who dealt with the incident#

Child Injured at Home



- If a child comes into nursery with a visible injury this will be recorded – for Safeguarding purposes and to cover the nursery
- Full details of any existing injuries that a child arrives with, including bumps and bruises will be recorded in The Child Injured at Home record

Incident records

All incidents will be recorded in detail and signed by the child's parent. In order to ensure complete confidentiality each incident will be recorded on separate pages.

The following will be recorded in the Incident logbook:

- The child's name
- The time, date and location of the incident
- What caused the incident
- Full description of what happened
- The names of all people involved
- The names of people who saw what happened
- How the situation was dealt with
- If any form of restraint was used and any consequences.

As per the E.Y.F.S, Ofsted will be informed about any serious accident, serious injury or death that happens to a child while that child is on your premises and in your care.

Little Garden Nursery responsibilities as employers

Little Garden Nursery has a legal duty under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995. Little Garden Nursery will report any incidents to Ofsted, Ealing Council and The Health and Safety Executive Incident Contact Centre.

Emergency evacuation procedure

In case of an emergency the most important thing to consider is the safety of the children. An Emergency evacuation will be triggered by any situation, which deems the grounds of use unsafe for the children to remain.

In the case of an emergency:

- A senior member of staff will blow the whistle 3 times to signal an emergency.
- Little Garden Nursery Staff will evacuate all of the children from the building's fire exit door to open area (at the front of the nursery). We will then line the children up against the wall on the pavement and count. In case of emergency we will contact parents to pick up children as soon as possible until we are sure the nursery is safe.



- Little Garden Nursery Manager will pick up the Signing in Register and mobile phone before joining the class upon evacuation
- Manager will count the children before taking a register to establish the class's status:
- The building can be re-entered once the building has been declared safe by the Emergency Services or the Manager.
- If it is not safe to remain on the grounds of Little Garden Nursery then all members of staff will walk the children up the road to Little Garden Nursery where the children will again be counted and the register retaken.
- Staff with the responsibility of a disabled child will confer with Little Garden Nursery Manager to arrange for additional assistance if necessary.
- The Children will remain with Little Garden Nursery staff until it is safe to return to Little Garden Nursery or they are picked up by an authorized adult.

Fire Evacuation

- If the Fire alarm is sounded in the building a senior member of staff will blow the whistle 3 times to signal an emergency.
- Little Garden Nursery Staff will evacuate all of the children from the building using the fire exit door and then leading them to the left side next to the small field area (40 meter from of the nursery). We will then line the children up against the fence and count
- Little Garden Nursery Manager will pick up the Signing in Register and mobile phone before joining the class upon evacuation
- Manager will count the children before taking a register to establish the class's status:
- The building can be re-entered once the building has been declared safe by the Emergency Services or the Manager.

Fire Drill Log

In order to be prepared for a fire or emergency Little Garden Nursery will carry out a fire/emergency drill fortnightly and record, monitor and review what happens. This will be recorded in the Fire Drill log (an example is given below)

Fire Drill Log					
Date and Day of Week	Time	Number of Children	Length of time to evacuate	Name of Supervising person	Problems or Comments
Date:...../...../..... Day:.....					
Date:...../...../.....					



Day:.....					
Date:...../...../.....					
Day:.....					
Date:...../...../.....					
Day:.....					
Date:...../...../.....					
Day:.....					

OUTINGS POLICY

Following procedures **must** be carried out when planning and carrying out a school outing.

Planning the outing:

1. Decide on the outing venue and how it supports the curriculum.
2. Availability of places and dates should be determined by the Manager and a provisional booking made.
3. The Manager should be designated as outing co-ordinator and in charge of the day. The manager should have a list of all children and adults taking part.
4. Outing letters should go out at least 10 days before the event. The nursery team will manage all the monies. Letters should inform parents of the type of clothing that the children should wear – Wellies, coats etc. (Children are not to take spending money on trips.)
5. The outing and transport should be booked - to obtain free transport on London Underground bookings must be made at least three weeks before the event.
6. Visit the site and assess the potential hazards prior to the visit date
7. The required number of staff and volunteers must be determined – this should be checked out with the head teacher.
 - Maximum ratio of 1 Adult : 3 children
 - Plus 1 spare member of staff for emergencies
 -

Important Safeguarding Information:

Parents accompanying classes on a trip do not need to have a DBS check, however any adult who does not have a valid DBS cannot be left unattended with pupils. The class teacher must ensure that any parents with DBS checks have provided the office with copies of all of their paperwork before supporting on a trip.



8. Complete an Outing Application Form, which must be given to the owner at least one week before the event.
9. Once the trip has been approved – inform the office so that the diary can be updated
10. Check with the office for any medical conditions and treatment of children in your group.
11. Check that each child has returned a consent form.

Outing day:

1. Complete the final part of the risk assessment form and leave with the office staff
2. Make a list of pupil groups and their leaders. Keep a copy and give one to the office.
3. Collect first aid kit, phone number of school and outing venue from office.
4. Collect Hi-Viz vests from office
5. Ensure that the children are clear about the expected behaviour.
6. Give clear instructions to children what to do if they get separated from their group.
7. Brief all helpers on:
 - Their role;
 - The purpose of the trip;
 - How they should help the children with the work;
 - Potential hazards and what to do in an emergency;
 - Their responsibility for their group's safety and behaviour at all times.
 - The procedure for crossing roads and what to do in an emergency.
6. Provide all group leaders with a list of children in their group and a list of mobile phone numbers of other group leaders. The teacher should always carry the full class list.
7. If using a coach, check that each child's seat belt is secured.
8. At regular intervals throughout the day each group leader should count the children in her /his group.
9. Before leaving the venue at the end of the day a roll call (or count) should be made.
10. When the children are on the coach / bus or on a train a final count of numbers should be made.
- 11.

On return to school:

- Count the children off the bus

Outing Application Form

Date of trip

Venue:

Outing Co-ordinator

Mobile phone number of outing co-ordinator

Names of teachers and support staff on the trip

Mobile phone numbers of other of staff

Number of parent helpers required



Time of departure from school

Time of departure from venue

Time of expected arrival at school

Purpose of the visit and specific educational objective

Names of children with special educational or medical needs

Names of children who take medication regularly e.g. inhalers

Travel arrangements: coach / bus/ train

Number of Children attending trip:

Names and mobile phone numbers of adults attending trip:

Estimated time of return:



Risk Assessment For Day Trips and Walks In the Neighbourhood

Activity	Education Purpose	Perceived Risk	Action taken to alleviate risk

Declaration of the Party Leader:

I have read the School's Guidance on Undertaking Educational Visits and agree to conform to the requirements contained there in.

Signed

Date

Declaration of manager

I have satisfied myself that this visit serves an appropriate educational purpose and that all reasonable steps have been taken to protect the Health, Safety and Welfare of those taking part.

Signed

Date

To be completed on the day of the trip

Number of Children attending trip:

Names and mobile phone numbers of adults attending trip:



Example of:

Risk Assessment Form For Day Trips and Walks In the Neighbourhood

Activity	Education Purpose	Perceived Risk	Action taken to alleviate risk
Trip to visit the Wallace Collection	As part of Art/ DT curriculum	<ol style="list-style-type: none"> 1. Child walks off the pavement into passing car 2. Child left on platform or train 3. Child falls on escalator 4. Child injured crossing road 5. Child left behind at gallery 	<ol style="list-style-type: none"> 1. Children given strict instructions on behaviour when walking up escalators, on the pavement and crossing roads. 2. Each adult has list of children and in her/his group and counts them on station, before leaving train and gallery. 3. Challenging children to be in the care of staff member and hand held on platform and escalator.

Signatures and Authorisations

Declaration of the Party Leader

I have read the School's Guidance on Undertaking Educational Visits and agree to conform to the requirements contained there in.

Signed

Date

Name

Declaration of manager

I have satisfied myself that this visit serves an appropriate educational purpose and that all reasonable steps have been taken to protect the Health, Safety and Welfare of those taking part.

Signed

Date



ittle Garden Nursery Calpol and Bonjela Policy

Little Garden Nursery Calpol and Bonjela Policy

Bonjela

The teething gel contains two active ingredients, lidocaine hydrochloride (lignocaine hydrochloride) a local anaesthetic and cetalkonium chloride. Cetalkonium chloride is a mild antiseptic that kills a variety of bacteria and fungi that might infect sore or broken skin in the mouth.

Healthcare products Regulatory Agency (MHRA) have issued the 'precautionary alert' as the gel contains salicylate salts. These have the same effect on the body as aspirin,

The drug safety agency says that although there have been no reported cases of Reye's syndrome caused by the gel, it has made the decision to bring it into line with "other aspirin containing products which are already 'contraindicated' [inadvisable] in children and young people under the age of 16".

Bonjela Teething Gel can still be used, as it does not contain salicylates.

Calpol

The UK's drug regulator has issued new dosage guidelines for children's liquid medicines such as Calpol and Disprol. The new, age-specific guidance stipulates exact doses of liquid paracetamol medicines that should be given to children, doing away with the ranged doses currently in use.

The MHRA says that parents should follow the dosing instructions included with the medicine, and add that continuing to follow the older dosing guidelines (if these accompany the product) will not harm their child.

The doses have been updated to more precisely define how much paracetamol should be given to children of different ages, and not because of any safety concerns over the currently recommended doses.

The agency says that despite the changes, liquid paracetamol remains a safe and effective way to treat pain and fever in children over the short term. They stress that parents should not be concerned about the doses of liquid paracetamol they have given their children in the past, as following the old instructions will not have caused harm.



What are the new doses?

Doses for children's liquid paracetamol were previously defined

- **3 months to under 1 year:** 2.5ml of infant paracetamol suspension, given up to four times a day
- **1 year to under 6 years:** 5 to 10ml of infant paracetamol suspension, given up to four times a day
-

However, these old dosage recommendations are now

- **3 months to 6 months:** 2.5ml of infant paracetamol suspension, given up to four times per day
- **6 months to 24 months:** 5ml of infant paracetamol suspension, given up to four times a day
- **2 years to 4 years:** 7.5ml of infant paracetamol suspension, given up to four times a day
- **4 years to 6 years:** 10ml of infant paracetamol suspension, given up to four times a day

Medicine Administered for an Unexpected Temperature

To prevent the delay of treating a child with an unexpectedly high temperature, parents can choose to pre-authorise nursery to administer Calpol via the Permissions Form when registering their child. The dosage given will be in line with the recommended dosage for the child's age group on the medicine's packaging. When deciding whether to administer Calpol, team members use the following criteria: 1. Child is feeling unwell 2. Child is in pain 3. Child's temperature is above 37.5 °C. If the answer to two or more of the above is yes, then the child can be given a single dose of Calpol provided this has been pre-authorised by the parent. If a child's temperature goes over 38 °C however, Calpol can be administered on this fact alone. If permission has not been given on the child's Permission Forms, please see the Administration of Medication Procedure for guidance. We will continue to monitor the child's temperature and if they remain unwell, parents will be asked to collect their child. General principles • Prescribed and Prescription medications will only be given if a parent has completed and signed a Medication Authorisation Form giving permission for the named medication. This form must be completed on a daily basis, and signed for on the day that the medication has been administered by the parent in acknowledgement of this. Once completed (final dose given), the form shall be retained for one week so that it is available to reference should there be any queries or medical reactions. After this period, the form will be discarded. Parents who request



it can retain the form themselves. • All prescribed medication will be stored in accordance with the product instructions and kept in the original container. • Before any medication is administered confirmation of the child's name, prescribed dose and expiry date of the medication must be checked. • Once the course of medication completed (final dose given), unused medication should be taken home; this must be signed out on the Medication Authorisation Form by the parent. The exceptions being ongoing, long term medication that are kept within the nursery. • For medication with a "Use Once Opened" time limit, we will go off the prescription date as the opened date. If the medication is over the counter, please bring in a sealed bottle. The team member will then use a dated sticker to confirm when the medication was opened.

Administration of Medication Procedure Only Senior Nursery Practitioners or those of a higher position must administer medication. Safe Steps to Administering Medication:

1. Check the container of the medication to be given – only prescribed or prescription medication as described in the Medicines Policy for the child in question will be given. Any medication, including ongoing medication must be administered from the original container with the child's name, prescribed dosage, expiry date and medication name clearly visible.
2. Check that a Medication Authorisation Form has been completed in full. This must be done before any medication can be given.
3. Check that the information on the original container matches the information on the Medication Authorisation Form. Check the expiry date of the medicine (if the medicine has expired do not administer).
4. Confirm the child's identity and that this matches the name on the container and the Medication Authorisation Form.
5. Ask a fellow team member to witness you administering the medication. Ask them to check the dosage and all other details on the container.
6. Administer the medication to the child. If a child refuses to take the medication, team members should not force them to do so.
7. Complete the Medication Authorisation Form, detailing the time, dose given, your signature and signature of the team member acting as a witness. If the child has refused the medication, state this on the form.
8. Return the medication immediately to its designated storage container/area after the medication has been given.
9. Observe the child closely for any adverse reactions to the medication – this should be brought to the attention of the Nursery Manager immediately and medication advice sought.
10. When a parent arrives to collect their child, inform them verbally of medication given as well as asking them to sign the Medication Authorisation Form. If the course of the medication has been completed, return the medication to the parent and sign it out on the Medication Authorisation Form. Team members should not dispose of medication. Parents are responsible for ensuring the safe disposal of their child's medication. Any medication not collected should be taken to a local pharmacy for safe disposal. If a child's temperature unexpectedly rises above 38°C and parents have not provided consent for Calpol on the Permissions Form, we must receive written confirmation from the parent prior to administering Calpol. The following text must be sent by either email or text message saying; 'Urgent – please reply saying 'I agree' to authorise us to administer one dose of Calpol as per our Medicines Policy. Thank you, Muddy Boots'. Confirm reply has been received before administering Calpol



Little Garden Nursery Nappy Changing Policy

Aims of this Policy

This policy will detail how Little Garden Nursery will attend to children who need nappies changing and the procedures for changing and disposing of nappies as well as the cleaning of the areas and equipment used during the process

- Little Garden Nursery will ask parents to fill in a nappy changing form before their child attends nursery
- Little Garden Nursery will record each child's nappy change noting the time and whether the child was wet or soiled, this will be available to parents from any member of staff upon request at the end of each child's session at nursery
- Little Garden Nursery staff will change a child's nappy but will encourage the parents to work with the leaders in building a strategy to potty/toilet train their child.
- Little Garden Nursery will provide an area for nappy changing which is visible to other members of staff from nursery but will allow the child privacy from the other children.
- Only members of staff who have been DBS checked, will be allowed to change a child.
- Children will be changed by both male and female members of staff unless a parent specifically states that they do not wish for their child to be changed by a member of either sex group.

Nappy Changing Procedure

Before changing a child's nappy the member of staff doing so must:

- Prepare by collecting the child's nappy or change of clothes from their bag and the changing box from the office.
- Put on disposable non-powdered vinyl or latex-free CE-marked gloves.
- Children on change mats are to be supervised at all times and never left alone.

Procedure for changing nappies

- Remove nappy
- Place disposable nappy in plastic bag for disposal.
- Clean bottom children with wet wipe or other if requested by parent on the nappy changing form



- Remove gloves by peeling from the wrist down and place them into plastic bag. Seal bag.
- Put on clean nappy and dress child in appropriate clothing.
- Wash hands using the hand sanitiser
- Remove child from the change mat.
- Place plastic bag in appropriate rubbish bin.
- Clean changing mat
- Wash hands.
- Complete nappy changing form

Cleaning Procedures

After each nappy change the member of staff who was responsible for changing the child's nappy must spray the change mat with diluted quadhyglene, Wipe mat with paper towel and then wash their hands.

Procedure for cleaning change area

- Change mats are to be wiped after each use.
- Sinks, taps and sluice handle are to be cleaned with powdered bleach at the end of each day.
- Rubbish bins containing nappies are to be emptied at the end of each day.
- Nappies will then be placed in the nappy bin in the car park.
- The member of staff responsible for cleaning or changing nappies must always wash their hands immediately after.

Head lice policy

Little Garden Nursery

Head lice continue to cause concern and frustration for some parents, teachers and children. This school policy is intended to outline roles, responsibilities and expectations of the school community to assist with treating and controlling head lice in a consistent and coordinated manner.

Whilst parents have the main responsibility for the detection and treatment of head lice our school community will work in a cooperative and collaborative manner to assist all families to manage head lice effectively.

- This policy is in agreement with the Public Health and Wellbeing Regulations 2009 in that the responsibility to exclude a child from the school rests with the principal or person in charge.

While head lice do not spread disease they are included on the school exclusion table.

Children can return to school after treatment has commenced.



- Not allow your child to attend school with untreated head lice (in accordance with Public Health and Wellbeing Regulations 2009).
- Only exclude children from school with live insects.

It is the expectation of parents/carers and families attending this school that you will:

- Check your children's hair for head lice weekly, at home, using the recommended conditioner/combing detection method.
- Regularly inspect all household members and then treat them if necessary.
- Tie your child's hair back if it is long.
- Treat head lice safely and as recommended.
- Notify the parents or carers of your child's friends so they can check their children and treat if necessary.
- Maintain a sympathetic attitude and avoid stigmatising or blaming families who are finding it hard to control head lice.
- Act responsibly and respectfully when dealing with members of the school and broader community around issues of head lice.

To support parents/carers and the broader school community to achieve a consistent, collaborative approach to head lice management the school will:

- Distribute up to date and accurate information on the finding, treating and controlling head lice to parents and staff at the beginning of the year or more frequently if required.
- Include information about head lice management in orientation and transition programs for new families/staff attending the school.
- Include information and updates in school newsletters.
- Provide practical advice and maintain a sympathetic attitude and avoid stigmatising or blaming families who are finding it hard to control head lice.
- Accept the advice of parents that appropriate treatment has commenced.
- Be aware of real difficulties some parents may have and seek extra support if required.
- Seek opportunities to increase our collective understanding of and response to managing head lice.
- Give a letter to all children involved in head lice inspections to help reduce the stigma and maintain confidentiality.
- Include teachers and school staff in inspection.



Little Garden Nursery Food Policy

Aim of this policy...

To promote a pleasant, healthy eating environment in which the children learn both to enjoy and help to prepare a variety of balanced foods.

Development of this policy

This policy has been developed by our staff, with input from parents and following the guidelines laid out in the Eat Better Start Better project run by the Children's Food Trust. Our setting is a member of The Children's Food Trust.

Food Provision

Menus

Following the advice of The Children's Food Trust, we have designed set menus for Breakfast, Morning snack, Lunch, Afternoon snack and Dinner. This is to ensure that food is balanced across each day and over the course of the week. This will help us achieve our aim of ensuring healthy growth and attitudes for our children. A copy of each of the current menus is included in our Appendices. The following principles have been used in designing our menus:

- Menu include a variety of colours, tastes, textures and foods
- Foods from the demographic of our nursery intake have been included (e.g. British, Polish, Caribbean etc.)
- Lunch menus are designed on a two weekly basis to provide variety yet still allow the children to become familiar with the dishes
- Breakfast / snacks / lunch / dinner all follow the National guidelines for a balanced diet (see Code of Practice checklist in Appendices)
- Dietary needs of all children will be catered for
- Menus will change seasonally

Timing of meals

Routine is important for young children. However, we have built in some flexibility to the routine for morning / afternoon snack as we do not wish to interrupt the children who may be engaged in play...

- Breakfast
- Morning snack bar
- Lunch/ baby room:..... preschool room:.....
- Afternoon snack bar
- Evening tea time:.....



Drink Provision

Fresh drinking water will be provided for the children in each of the rooms for them to serve themselves

A Positive & Welcoming eating environment

At Little Garden Nursery we believe that mealtimes should be pleasant, social occasions where the children have the chance to try new foods and to learn about healthy eating. The following principles will apply:

- Hands will be washed before starting
- Mealtimes are social occasions where the children sit together around the table and talk
- Adults should sit with children at their table to talk about the food
- Children should use real plates & cutlery (except for babies)
- Children should serve themselves (where possible)
- Older children will drink from free flow cups
- Children will be encouraged (not made) to eat their food and if still hungry are to have second helpings
- Children will never be forced to finish everything on their plate
- Children are responsible for clearing away their own plates / bowls

Fussy eater policy:

It is very common for young children to be fussy eaters. At Little Garden Nursery, children will not be forced to eat nor will food be used as a reward / punishment. Our menu has been designed so all the puddings have nutritional benefit, so even if they do not eat the main dish the second course will still be good for them. The following positive techniques will be used to help children become more adventurous in their food intake:

- Seat fussy eaters with good eaters at mealtimes
- Serve small portions at first as a large plate may be off putting
- Staff to talk enthusiastically about the taste and texture of the food
- Encourage children to try very small bits of new food
- Praise children for trying new foods (possibly use stickers)
- Avoid 'pressuring' a child to eat

Engendering self sufficiency and enjoyment around food

Cooking – Children greatly enjoy cooking activities. These activities are an effective way to encourage all children to try and eat a range of foods. We will encourage them to



learn about food preparation with a wide selection of activities across the week. They will make flapjacks for their snack, bake bread for breakfast the next morning, make a variety of smoothies and juices for snack time and then design cakes for lunchtimes on Thursday.

Gardening – Understanding where foods come from can help children overcome a fear of eating. During the spring and summer months, children will learn about plant growth through planting seeds and then tending the plants as we grow them in the garden.

Celebrations & special occasions

We understand that children greatly enjoy celebrating their birthdays and special occasions (e.g. Christmas, Eid). However, we need to balance the need for an occasion with our drive for a healthy eating environment. If parents would like to bring a cake in for their child's birthday this is fine. It will need to be shop bought, so we can be certain of the ingredients and cross contamination risks (to protect allergic children etc.). We will then serve the children a small portion of this. Any parent who wishes for their child to opt out of celebrations will have their wishes followed.

Communicating with children and families

As the primary carers, it is obviously of vital import that parents are aware of what their child is eating during their time with us. To this end, we will communicate with parents, using the following methods:

- New parents are informed of the timings of meals
- Parents will be consulted when planning new menus
- New menus will be sent to all parents (via email) and displayed on the Parents' Noticeboard
- Information about how their child is eating will be given to parents
- Parental views will be sought through questionnaires as part of our regular evaluations

Food for all – diversity / allergens

As an Inclusive setting we aim to cater to the individual needs of all the children who attend our setting. This means that we adhere to the following principles:

- We work with families to ensure that any special dietary requirements are met
- Children of all cultures and religions can enjoy appropriate meals and snacks
- Our culturally diverse community is represented by our international menu

Staff training

Well trained and aware staff are imperative for ensuring that our food is served in a safe manner (as we are working with a vulnerable group)



- The Manager of the setting has a Food Safety Level 3 certificate (Food Management) – he will lead on designing new menus etc.
- All lunchtime supervisors will have their Level 2 Food Safety qualification
- Policies & Procedures will be regularly evaluated by our Consultant food hygiene specialist on a bi-monthly basis

Evaluation of our use of this policy

It is important that we continue to evaluate and reflect on our food and drink provision. This will be done on an on-going basis through the following methods:

- Using the Eat Better Start Better Code of Practice Checklist to evaluate our approach to food and drink (6 monthly)
- Using Parental Questionnaires to gather opinions and ideas from our parents
- Talking to the children about which foods they enjoy and whether they enjoy meal times
- Reviewing staff training
- Review this policy on a yearly basis

Little Garden Nursery Staff code of Conduct

Parents, children and all stakeholders are entitled to expect the highest standards of conduct from all our staff, and it is regarded as an essential part of the warm welcoming ethos of our nursery. The aim of this Policy is to provide guidelines, which will help us, maintain and improve standards and protect all our staff from any misunderstandings or criticism.

Standards

We expect all our staff to provide high levels of care. Staff will be expected, by following agreed procedures and without fear of recrimination, to bring to the attention of the Nursery Manager any deficiency in the standards at the nursery.

Disclosure of Information

We are a very open democratic Nursery and pride ourselves on open communication; however, when information is necessarily confidential it should only be made available on a “need to know” basis.



Appearance

The appearance, which we present to each other and parents and visitors, is important. Our expectation of all nursery staff is that they conform to standards of dress as befits a profession. Staff should wear the appropriate clothes for working with children. Long hair should be tied back, no jewellery except watches, important rings and studded earrings. Our staff nursery dress code policy outlines how we expect our employees to dress at work.

Employees should note that their appearance matters when representing our nurseries in front of clients, visitors and the wider community. An employee's appearance can create a positive or negative impression that reflects on our service and the organisation.

Our Dress Code is designed to:

- Promote safety and the prevention and control of infection by ensuring all staff wear clothing that is appropriate to their working environment.
- Ensure the personal appearance of our staff contributes to a positive, professional image and promotes confidence in what we do.
- All clothes must be work-appropriate to ensure children are able to engage in all learning experiences

Clothing

Staff will be supplied with a nursery uniform consisting of logo T-shirt/ polo shirt, sweatshirts, fleeces. Purchasing of new uniform will be every 12-18months. An allowance per employee will be based on contractual hours and number of days worked per week.

Staff should wear the clothing which is comfortable, allows free movement and is appropriate to their role.

- Staff to wear black or navy trousers or denim Jeans. During the summer period (May to September) staff will be able to wear any neutral colour trousers.
- Knee length shorts can be worn in the summer period (May to September) natural colours only.
- Skirts of minimal knee length, black or navy, neutral colours during summer could be worn.
- Leggings or tracksuit bottoms can be worn if smart, good quality and not see through.
- Shoes should be enclosed and flat.



- Make up should be discreet.
- Tattoos should not be visible if possible.
- Hair should be clean, neat and tidy. Extreme hair colours are not acceptable.
- Long hair should be tied when dealing with food or personal care.
- Staff should attend work with suitable clothing to support the children in their play and learning experiences throughout the day in all-weather situations, for example suitable jacket or coat for outdoors, suitable footwear for wet weather.
- Nails should be short and manicured.
- We advise No gel nails or fake nails as they support fungal growth. (fake nails should be with reasonable length to avoid scratching children accidentally)
- Nail varnish should be kept to clear or nude colours only, with no glitter and bits attached.
Nail varnish that does not meet required specification needs to be removed by the following day.

Jewellery

- a small watch or fitness tracker
- Flat bracelet with no dangly charms.
- One charity/medical band (no festival / concert admission bands).
- Only one item to be worn in total, including both wrists.
- Rings that are raised or embellished should be removed in areas where there is child contact.
- One discreet necklace.

***All items such as bracelets, watches, raised or embellished rings should be removed during personal care to prevent the spread of infection and accidental scratches to a child.**

Food safety

Cook and other members of staff who deal with food preparation must wear an apron and a hat to prevent human waste contamination into the food.

Prevention of infection



- Staff must wear clean and freshly laundered uniforms.
- Staff must not smoke off site in an identifiable uniform.
- Staff should wear disposable aprons for personal care and food hygiene.
- Staff should wear gloves when dealing with personal care or body fluids.

I acknowledge I have read the above and Trust Uniform and Dress Code Policies

Staff name.....

Staff signature.....

Drugs, Alcohol and Smoking

Except for medical reasons, employees must not take any substances that might affect their work. No staff should consume or be under the influence of drink/drugs during their hours of work. No smoking is permitted on premises.

Convictions, cautions, reprimands and warnings

Staff are under a statutory duty to inform the management of any court orders, convictions etc. that may affect their suitability to work with children

Outside Commitments

All staff should consult the Nursery Manager before taking on additional employment relating to the nursery. They should be clear about their contractual obligations and make sure their additional employment does not conflict with their nursery interests. Staff should not be in contact with parents outside of nursery hours (except by pre-arranged agreement with Manager)

Sickness: If you are unable to come into work, you must contact Rassmieh Ketabpour by 7:15 am on the morning of work. Contact must be by a direct telephone call. It is the staff member's responsibility to make this contact. Sickness pay is to be paid strictly in keeping with your nursery contract and will not cover illness of children etc.



Appointments: Time off for medical appointments will only be given with 72 hours' notice. This time off is at the discretion of the Manager.

Behaviour: All nursery staff must remember at all times that the position that they hold is particularly significant as we must demonstrate appropriate behaviour to the children. Staff must behave in a responsible manner befitting a professional. Disrespect to management / parents / other staff will not be tolerated neither will unprofessional behaviour e.g. leaving your area / crying / sulking etc.

Bullying: Bullying is not acceptable in any form. Direct or indirect bullying / talking about negatively / targeting of an individual could result in dismissal

Mobile phones: In relation to use of mobile phones and use of digital equipment, below are set out some best practise guidelines:

1. All staff mobile phones should not be carried on the person or within the nursery rooms; they should be stored in staffs' cupboard and turned on silent.
2. The nursery main telephone number should be used as the main point of contact for staff in an emergency.
3. The use of mobile phones being carried on a person or used in the nursery room will result in a disciplinary procedure.

Social network, such as Facebook, MSN, Twitter Social networks should be personal to the staff member, staff shouldn't comment on their work place, colleagues, Parents or children from the nursery.

- There should never be photos of the nursery or the children who attend the nursery on a staff member's profile.
- Staff should insure that their profiles are "closed" and not accessible for everyone to see.
- Staff should not be friends with parent/Carers from the nursery.
- Any staff found doing any of the above will be subject to a disciplinary procedure.

Consequences

Failure to adhere to any of these statements will constitute a disciplinary matter



Little Garden Nursery Admission Policy

Aims of this policy

The aim of this policy is to outline the procedure Garden Nursery will follow to admit children into the nursery, guidelines for the Registration form and what happens after a child has been admitted to Garden Nursery

Admissions Policy

- Garden Nursery will ensure that places are advertised in locations that are widely accessible to all sections of the local community
- Information regarding our Nursery is accessible in written and spoken form.
- Applicants must apply using Little Garden Nursery registration form – the date of the return of Registration form
- There is a minimum of 3 sessions per week for every child
- A minimum of 10 funded spaces (2 & 3 year old) will be provided every day across both rooms combined
- If we are oversubscribed for a session – places will be allocated thus:
 1. Priority will be given to any child with a Statement of Special Educational Needs
 2. Priority will then be given to full time children
 3. Next will be the date of returned application – with equal weight given to Private / Funded spaces until the 10 places per day are provided
 4. If these funded spaces are full, priority will instead be given to number of hours the child will be attending and then the date of the returned form
- In addition to this the nursery may also take the following into consideration.
 - Siblings who already go to your setting.
 - How close the family home is to the nursery.
 - Any special circumstances.

After admission accepted

- If accepted and offered a place then the following forms must also be completed and returned
 - Medical Form
 - Food And Drink form
 - Nappy Changing form



- Parents are encouraged to visit with their child shortly before admission is due. We operate a flexible admissions procedure and where appropriate a child may attend for brief periods at first; gradually building up to a full session.
- Little Garden nursery will only accept applications for children who will be between the ages of two and five whilst attending the nursery.
- Little Garden nursery fully welcomes children regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English. We will liaise fully with parents and professionals to ensure that it would be in the child's best interests to attend the group.
- Little Garden Nursery is open to every family in the community.
- No more than 24 (6 babies and 18 main room) children may attend a session at one time.
- Payments must always be made in advance of the session your child is attending.
- Grants are available for children who are between the ages of 2 and 4 years old. We will inform parents if they are eligible to apply for a grant.
- If the Nursery has to close due to maintenance their parents are entitled to a full refund for the sessions their child misses.
- If a child is off sick or misses a session they were booked in for then payment is non-refundable.
- If a child is to leave our setting before moving on to school, or to reduce the number of sessions attended, parents must give at least a month's notice of the leaving date in writing. Fees will be payable (or grant claimed by us), until that date.

Registration Form

- Little Garden Nursery registration form will ask for the following information
 - Child's full name
 - Date of birth
 - National insurance number
 - Name, address and telephone number of every parent of the child or any other person who has parental responsibility for the child
 - Who is legally responsible for the child and who has contact with the child
 - Which parents the child normally lives with
- Little Garden Nursery will also ask for a list of people who are able to collect the child and a password for people who may collect the child but are not on that list.



After Registration and parents' notice board

- After a child has successfully been registered with Little Garden Nursery a member of staff will meet with the family in order to discuss their child's start at Little Garden Nursery. These meetings will include information about:
 - How the Early Years Foundation Stage is being delivered at Little Garden Nursery and how parents can access more information.
 - How parents can share in their child's learning at home
 - Food and drinks provided for their child whilst at Little Garden Nursery
 - The name of their child's key person and the role of the key person.
 - A telephone number for parents to contact in an emergency.
 - A copy of Little Garden Nurseries policies and procedures.
 - The procedure of dropping of and collecting a child including people unknown to members of Little Garden Nursery.

Little Garden Nursery Disciplinary Policy

Aims of this Policy

The Aims of this policy are to detail the procedure to be followed should an employee breach their contract or rules of Little Garden Nursery.

Little Garden Nursery prides itself on having a strong, committed, professional team of staff who work together well in harmony to provide good quality child care where priority is given to creating a happy, caring and stimulating environment that is safe and secure. However, should an Employee breach any protocol within the Nursery the following procedures will take place: Disciplinary procedure:

- This procedure sets out the action which will be taken when disciplinary rules are breached (see Code of Conduct)
- The procedure is designed to establish the facts quickly and to deal consistently with disciplinary issues.
- No disciplinary action will be taken until the matter has been fully investigated by the Employer.
- At every stage the Employee will have the opportunity to state their case and be represented or accompanied by a fellow Employee should they wish.
- The Employee will have the right to appeal against any disciplinary penalty.

Stage 1 – Oral warning



- If the conduct or performance is unsatisfactory, the Employee will be given an oral warning which will be recorded in their individual staff file.
- The warning will be disregarded after 3 months of satisfactory service.

Stage 2 – Written Warning

- If the offence is serious and there is no improvement in the Employees standards, or, if a further offence occurs, a Written Warning will be issued.
- This will include the reason for the warning and a note that, if there is no improvement after 3 months a Final Written Warning will be given.

Stage 3- Final Written Warning

- If the conduct or performance is still unsatisfactory, a Final Written Warning will be given making it clear that any recurrence of the offence or other serious misconduct within a period of 3 months will result in dismissal.

Stage 4 – Dismissal

- If there is no satisfactory improvement or if further serious misconduct occurs, the Employee will be Dismissed without notice.

Gross Misconduct

- If after investigation, it is confirmed that the Employee has committed one of the following (or similar offences – the list is non-exhaustive), they will normally be dismissed without notice:
- Theft, damage to Nursery property, fraud, incapacity to work due to being under the influence of alcohol or illegal drugs, physical assault, gross insubordination, working on own account during Nursery time and or with nursery facilities, parts or tools.
- While alleged Gross Misconduct is being investigated, the Employee may be suspended, during which time the normal sessional rate will be paid.
- Any decision to dismiss will be taken by the Employer, only after a full investigation.

Appeals

- If the Employee wishes to appeal against any disciplinary decision, they must do so within five working days.



- The Employer will hear the appeal and decide the case as impartially as possible.

Grievance Procedure

- It is Nursery policy to ensure that any Employee with a grievance has access to a procedure, which can lead to a speedy resolution of the grievance in a fair manner.

Stage 1

If the Employee has a grievance about their employment, they should first raise it orally with the three person grievance committee headed by the manager or a co-owner of Little Garden Nursery (the other two members will consist of one nominated by your head of room and one nominated by the person with the grievance), and the committee should give a decision within five working days.

Stage 2

- If the reply given at Stage 1 does not satisfactorily resolve the grievance, the Employee should detail the grievance in writing to Rassmieh Ketabpour who will give a decision within five working days. The decision will be final.

Little Garden Nursery Safeguarding Policy

Written in line with Ealing Child Protection Procedures

The welfare and safety of the children in our care is of paramount importance. It is the responsibility of everyone involved and is the priority of Little Garden Nursery.

Aims of this policy:

The policy ensures that all staff in our Nursery is clear about the actions necessary with regard to a safeguarding issue. Its' aims and objectives are:

- To nominate a Safeguarding Officer and Deputy Safeguarding Officers who have received the appropriate training (Ealing Safeguarding) and has up-to-date knowledge
- To train and educate staff in Safeguarding matters (new starters to be booked on Ealing Safeguarding course within the first week (see Induction Policy)
- All staff to have an Enhanced Criminals Records Bureau certificate (see Safe Recruiting Policy)



- To provide staff with suitable information this will enhance their knowledge of how to identify abuse. Little Garden Nursery will hold annual staff training to identify signs of abuse
- To raise the awareness of all staff and identify responsibility in reporting possible cases of abuse
- Ensure effective communication between staff with regard to information sharing (weekly briefings to discuss any concerns)
- To ensure a cohesive and consistent procedure for those who encounter an issue of Safeguarding
- To notify Ofsted of any incidents or accident that may affect the safeguarding of all children. Staff will also notify Ealing Council for support and advice
- The Safeguarding Officer will have knowledge and training about information sharing and working in partnership with parents

Statutory Framework:

This policy is formulated using the DfES documents:

- 'Circular 10/95 – Protecting Children from Abuse: The Role of the Education Service', 'Working Together to Safeguard Children' (2006),
- 'Safeguarding Children and Safer Recruitment in Education' (2006)
- Ealing Child Protection Procedures.
- Prevent Duty Guidance for England and Wales (Counter Terrorism Act 2015)
- **The Children Act 1989**
- **The Children Act 2004**
- **Working Together to Safeguard Children Statutory Guidance, 2013**
- **The London Child Protection Procedures, 5th Edition (2014)**
- **Ealing Safeguarding Children Guidance Policy and Procedures for Voluntary, Community, Faith and Private Organisations 2014**

The Designated Safeguarding Person (s)

The Designated Safeguarding Persons for Little Garden Nursery is Rassmieh Ketabpour (Manager). If not available The Deputy Designated Safeguarding Person is the Deputy Manager – Dorota Zuzia and Baby Room Leader Chloe Sharman

The **Designated Safeguarding** Persons (DSP) for Safeguarding role is to:

- Ensure that the Ealing Child Protection Procedures are followed.
- Ensure that all staff are aware of these procedures and that appropriate training and support is provided to all staff
- Ensure a weekly forum where any signs of or concerns of abuse can be discussed



- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns (e.g. refer to Children Schools and Families Referral and Assessment Team)
- Liaise with Social Work Teams over suspected cases of child abuse
- Ensure that accurate records relating to individual children are kept in a secure place and marked 'Strictly Confidential'
- Submit reports to, and attend, Safeguarding Conferences
- Ensure that the nursery effectively monitors children who have been identified as 'at risk'
- Provide guidance to parents, children and staff about obtaining suitable support.
- Keep up to date with all relevant procedures and legislations
- Attend TAC (Team Around the Child) and CAF (Common Assessment Framework) meetings
- Ensure staff are aware of their Duty under Prevent guidance with regard to children, staff and parents
- Report any concerns regarding radicalisation to Ealing Council Officer

Types of abuse

The DSP will ensure that all staff is aware of the types of abuse and the signs that may be indicators of them. Little Garden Nursery will ensure that all staff / volunteers who are part of the team will attend refresher training on this every year.

The main types of abuse are: see appendix 1

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

And also: see appendix 3

- Risk of radicalisation
- Fabricated/Induced Illness
- Harmful practices related to culture and faith based beliefs
- Child Trafficking
- Grooming
- Online abuse – see online safety policy
- Female Genital Mutilation (FGM)
- Radicalisation
- Forced Marriage
- Domestic abuse
- Mental health

Preventing abuse by means of good practice



- Adults will never be left alone for a long periods of time, with individual children or with small groups
- Nappy changing takes place within sight of other adults
- **Adult helping children with their hygiene needs to be within a sight of other staff member**
- Adults that awaiting for CRB certificate or relevant childcare qualifications will **never** be left alone with a child
- Children will have regular circle time and discussions on appropriate behaviour
- All staff is aware of where to access the response phone number. It is clearly displayed on notice boards within the nursery.

Responding to the child:

- Remain calm, accessible and receptive.
- Listen carefully without interrupting or asking leading questions.
- Communicate with the child in a way that is appropriate to their age, understanding and preference.
- Be aware of the non-verbal messages you are giving.
- Make it clear that you are taking them seriously.
- Acknowledge their courage and reassure them that they are right to tell.
- Reassure them that they should not feel guilty and say that you're sorry that this has happened to them.
- Let them know that you are going to do everything you can to help them and what may happen as a result.
- Make a note of what was said and who was present, using the child's actual words wherever possible.
- Report the disclosure to their DSP/Deputy DSP immediately.

You should never:

- Investigate or seek to prove or disprove possible abuse.
- Make promises about confidentiality or keeping 'secrets' to children.
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody.
- Investigate, suggest or probe for information.
- Confront another person allegedly involved.
- Offer opinions about what is being said or the persons allegedly involved.
- Forget to record what you have been told.
- Fail to pass this information on to the correct person

Procedures for reporting

Staff may be in receipt of knowledge of safeguarding issues through:

- Observations of the child – changes in behaviour/mood/demeanour or physical signs that are a cause for concern.



- A child confiding in an adult something which is a cause for concern.
- Another parent reporting concerns they may have.
- Another agency contacting the Nursery, such as housing, to discuss the child.

Staff at Little Garden Nursery takes allegations very seriously, and the rights of the child are paramount.

- If any member of staff is concerned about a child he or she must inform the DSPs
- If a child makes a disclosure to a member of staff regarding abuse
- Information regarding the concerns must be recorded by the member of staff on the same day on the Incident Reporting Log (Appendix 2). The recording must be a clear, precise, factual account of the observations and must be dated. These sheets are kept in the DSP's 'Children Causing Concern' file, which is kept securely in the manager's locked cupboard.
- The DSP will decide whether the concerns should be referred to **ECIRS (Ealing Children's Integrated Response Service) on 020 8825 8000 (24hrs). In emergencies, or if immediate action is required, the Police should be called on 999;** this may be done without prior discussion with parents
- If a concern is related to Preventing the risk of radicalisation
- If a referral is made to Ealing Children's Social Care, the DSP will ensure that a written confirmation of the concerns is sent to them within 48 hours when requested
- Particular attention will be paid to the attendance and development of any child who the nursery believes to be 'at risk' or who has been placed on the Safeguarding Children Register
- Records relating to Safeguarding children will be kept in a secure locked place, separate from the child's general file
- If a pupil who is known to be on the Safeguarding children Register changes nursery school, the DSP will inform the social worker responsible for the case and transfer the appropriate records to the receiving School/Nursery, in a secure manner, to a named person, and separate from the child's general file.

If staff are concerned but not about abuse

Sometimes concerns about a child / young person may not be about abuse. You may be concerned that a child's needs are not being met. Examples of this might when a child is suffering due to poverty, homelessness, relationship breakdown at home, need support with a disability etc. In these cases **you should contact:**

- **The EHAP (Early Help Assessment and Plan)**
- **Early intervention services in Ealing**
- **Ealing Family Information Service (FIS)**
- **Children's Centre Family Service (CCFS)**
- If parents do not consent, continue to monitor the child and family.

Allegations against staff or volunteers



If there is a concern related to a member of staff or volunteer the following procedure should be followed.

- Report immediately to the **DSL** or Deputy **DSL**.
- **DSL (or Deputy DSL) should report allegation immediately to The Local Authority Designated Officer (LADO) Paul Andrews**
Telephone: 020 8825 8930
Email: asv@ealing.gov.uk
Or the Police (in an emergency) without delay.
- Ensure the child is safe and comfortable.
- Agree with the LADO arrangements for informing parents and carers and the next course of action.
- If the person is still at work – decide with the LADO whether to remove the person from the situation (i.e. suspend them). In agreement with the LADO explain to the person that there has been a complaint.
- If person is not at work consider whether they have access to children in another setting and consult with LADO to decide if they need to be informed.
- Ensure any investigation of an allegation is carefully recorded and kept in a secure file.
- If the allegation is against the NSP inform the Deputy NSP or a senior staff member who can contact the LADO.

Disciplinary Action

Where a member of staff has been dismissed from Little Garden Nursery or internally disciplined because of misconduct relating to a child, we notify the LADO and inform the police (EDT unit) and Ofsted of our actions.

All information would be documented and recorded under data and confidentiality protection act and placed in a secure locked cabinet.

Recording

The DSP will maintain a confidential record book in which the staff / volunteers can log details of any incidents and circumstances that have caused them concern. All concerns should be recorded and kept whether Ealing Children's Social Care is involved or not. The Incident Reporting Log (Appendix 2) will be used for this and will focus only on facts rather than assumptions etc. All records will be kept in the Children Safeguarding file, kept locked in the office and marked 'Private and confidential.'

Appendix 1 - Types of abuse



This list is not exhaustive.

Physical abuse

Action needs to be taken if staff has reason to believe that there has been a physical injury to a child, including deliberate poisoning; where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face. Many children will have cuts and grazes from normal childhood injuries - these should also be logged and discussed with the nursery manager or room leader. Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the nursery manager.

Sexual abuse

Action needs to be taken under this heading if the staff member has witnessed occasions where a child indicated sexual activity through words, play, drawing, had an excessive pre-occupation with sexual matters, or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls / 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. The child may become worried when their clothes are removed, e.g. for nappy changes. The symptoms may also include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

Emotional abuse

Action should be taken under this heading if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection. This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations being placed upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them. The child is likely to show extremes of emotion with this type of abuse also: this may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.



Neglect

Action should be taken under this heading if the staff member has reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation and failure to seek medical treatment when required on behalf of the child) which results in serious impairment of the child's health or development, including failure to thrive.

Signs may 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 that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Indicators of child abuse

- Failure to thrive and meet developmental milestones.
- Fearful or withdrawn tendencies.
- Aggressive behaviour.
- Unexplained injuries to a child or conflicting reports from parents / carers.
- Repeated injuries.
- Unaddressed illnesses or injuries.

Appendix 2 – How we will promote British Values

Through our work on a daily basis, we will try to inculcate in the children a sense of what it means to be British and the positive values within the country. This will be done through activities, the value system of the setting, discussions, circle times and through nursery routines. Development of PSE and Understanding of the World will be key here:

- Staff can help children understand a simple sense of democracy by valuing each others' views, talking about feelings and listening to children's opinions (e.g. on what our themes will be next week)
- Staff should support children in decision making, turn taking, sharing and collaboration
- Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued



- Children should be given guidance in distinguishing right from wrong
- Children should have the chance to explore the language of feelings and to reflect on different opinions
- As part of PSE, there should be a focus on making effective, respectful relationships, sharing and respecting other's opinions
- As part of Understanding the World, there should be a focus on learning about different views, faiths and cultures found in the wider community
- Children should learn to respect both their own and other's cultures and beliefs, discussing practices, celebrations and experiences
- Staff should promote diversity and challenge gender, cultural and racial stereotyping

Appendix 3

Fabricated/Induced Illness (FI): this form of abuse occurs when a child is presented for medical attention with signs or symptoms which have been fabricated or induced by the child's carer.

Harmful practices related to culture and faith based beliefs: Not all practices related to culture, faith and beliefs are harmful, but there are some that are unsafe and also illegal in the UK. These include branding a child as a witch, breast ironing, child trafficking; cupping therapy, and female genital mutilation, forced marriage, honour based violence, harsh forms of physical chastisements, scaring initiations, and certain healing practices and rituals.

Child Trafficking: Child trafficking is the recruitment and movement of children for the purpose of exploitation. This can be for sexual, labour, domestic servitude, criminal activity, benefits fraud, forced marriages, or even the removal of organs.

Grooming: is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional.

Online abuse: is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones.

Female Genital Mutilation (FGM): Also known as female circumcision, is defined by World Health Organisation as a range of procedures that involves "the partial or total removal of the external genitalia or injury to the female genital organs whether for cultural or any other non-therapeutic reasons".



From 31st October 2015 there is a Mandatory Requirement to report any disclosures of a person under the age of 18 that FGM has been carried out on her, or you observe physical signs which appear to show that the act of FGM has been carried out. If any disclosures are made or any signs seen, contact the Police on 101. For guidance please refer to Home Office / D of Ed document – “Mandatory Reporting of FGM”

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Annex A of the above document contains a Mandatory Reporting Map to guide you.

Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.

If FGM is indirectly disclosed, by a parent, sibling or guardian, or suspected, or it is feared a child may be at risk of FGM (Indirect disclosure) follow the usual Safeguarding Procedure, informing the DSP, who will refer the matter to ECIRS.

Radicalisation: In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staffs are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ and childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

Radicalisation of children and young people may include encouraging them to undertake violent activities on the grounds of religious belief. Children may be exposed to messages about terrorism through a family member or friend, a Religious school or group, or through social media and the internet. This creates risk of a child or young person being drawn into criminal activity and exposure to significant harm.

Forced Marriage: A forced marriage is when someone is made to marry another person who they do not want to. Forced marriages can happen in secret and can also be planned by parents, family or religious leaders. It may involve physical abuse, sexual abuse or emotional abuse



Domestic abuse: can happen inside and outside the home and is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and witnessing domestic abuse is child abuse. It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves. If a child talks to you about domestic abuse it's important to report it.

Children's mental health: Recognising the signs that a child may be struggling with their mental health can be really hard. The child might: not enjoying things they used to like doing, becoming withdrawn, feeling tearful, upset or angry regularly, changes in eating or sleeping habits, suffering panic attacks. Important thing to do is to reassure the child and not judge them for how they're feeling. For information on how to support the child look at <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/>

Online safety policy

The purpose of this policy statement is to:

- ensure the safety and wellbeing of children and young people is paramount when adults and children are using the internet, social media or mobile devices
- provide staff and volunteers with the overarching principles that guide our approach to online safety
- ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

The policy statement applies to all staff, volunteers, children and anyone involved in Little Garden's activities.

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seek to protect children in England:

- Equality Act 2010
- Children Act 1989
- Children Act 2004
- Communications Act 2003
- Protection from Harassment Act 1997
- Malicious Communications Act 1988



We believe that:

- children and young people should never experience abuse of any kind
- children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

We recognise that:

- the online world provides everyone with many opportunities; however it can also present risks and challenges
- we have a duty to ensure that all children and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children safe online, whether or not they are using Little Garden nursery's network and devices
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- working in partnership with children, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.

We will seek to keep children and young people safe by:

- appointing an online safety coordinator
- providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code for adults
- supporting and encouraging parents and carers to do what they can to keep their children safe online
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child
- reviewing and updating the security of our information systems regularly
- ensuring that user names, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

If online abuse occurs, we will respond to it by:



- having clear and robust safeguarding procedures in place for responding to abuse (including online abuse)
- providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying/cyber bullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account
- reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

Related policies and procedures:

This policy statement should be read alongside our organisational policies and procedures, including:

- Safeguarding policy
- Procedures for responding to concerns about a child or young person's wellbeing
- Dealing with allegations of abuse made against a child or young person
- Managing allegations against staff and volunteers
- Code of conduct for staff and volunteers
- Photography and image sharing guidance

Online safety co-ordinator

Name: Rassmieh Ketabpour

Email: info@littlegardennursery.com

Senior lead for safeguarding and child protection

Name: Rassmieh Ketabpour

Email: info@littlegardennursery.com

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on: 27/07/2021

Signed:



Little Garden Nursery – Whistle-blowing Policy

Aims of this policy

Little Garden Nursery is committed to the highest possible standards of openness, honesty and accountability. In line with that commitment we encourage employees and others with serious concerns about any aspect of the settings, operations to come forward and voice those concerns.

It is recognised that certain cases will have to proceed on a confidential basis.

This policy document makes it clear that employees can do something without fear of reprisals. It is intended that this policy will encourage and enable employees to raise serious concerns within the setting rather than overlooking a problem or having it playing on their mind. Staffs have the right and individual responsibility to raise any matters of concern regarding poor practice at work. Staff are responsible for safety and well being of all children attending the Nursery and this takes priority over loyalty towards colleagues.

General Principles:

This policy is intended to

- Encourage and enable individuals to raise genuine and legitimate concerns
- Support staff to take an active role in the elimination of poor practice
- Ensure concerns are appropriately investigated
- Protect those making the complaint from victimisation or retaliation

The manager and owner will investigate promptly and thoroughly, all concerns that are raised in accordance with this policy and will take appropriate action.

Confidentiality:

The management will do its best to protect a person's identity when a concern is raised, however in some circumstances identities will have to be revealed to the person complained against and the complainant may be asked to provide written or verbal evidence in support of their complaint. If a person's identity is to be disclosed, he or she will be told before the disclosure and the reasons why this is necessary.

Once the concerns have been raised, we expect that the complainant will not talk about this to any other person inside or outside the setting.

Anonymous Complaints:

When a concern is expressed anonymously it is much less powerful and harder to investigate.



However they may still be considered and looked at.

Untrue allegations:

If an allegation is made in good faith but it is not confirmed by the investigation, no action will be taken against the complainant. If, however, an allegation proves to be malicious, action may be taken against the person responsible for the malicious act.

How to raise a concern:

In the first instance, concerns should be raised with the Nursery Manager. However this may not always be appropriate, in which cases concerns should be raised with the Owner – Rassmieh Ketabpour

Concerns are best raised in writing, included in this should be the background and history of the concern, giving names, dates, places where possible and the reason why you are particularly concerned. The earlier you express your concerns the easier it is to take action. If you do not wish to put the allegations in writing, the person to whom you are making the complaint will make a written record of the interview and will ask you to sign to confirm accuracy of the notes taken.

Although you will not be expected to prove the truth of your allegations, you will be required to demonstrate that there are sufficient grounds for your concern.

You should not:

- Investigate the matter yourself
- Alert those suspected of being involved
- Approach or accuse individuals
- Tell anyone other than the designated person's i.e. Manager and Owner

Concerns will be dealt with once raised following the procedure laid out in The Complaint Policy.

You will also be informed of the outcome of any investigation. If you are not satisfied with the outcome of the investigation, you may elevate your concerns directly to Ofsted.

GDPR – Self-evaluation (May 2018)

Controllers checklist report

[Download options\(Opens download panel\)](#)

27 June 2018

Overall rating

Your overall rating was amber.



- 5: Not yet implemented or planned
- 11: Partially implemented or planned
- 7: Successfully implemented
- 8: Not applicable

RED: not implemented or planned

Your business has conducted an information audit to map data flows.

Suggested actions

You should:

- organise an information audit across your business or within particular business areas to identify the data that you process and how it flows into, through and out of your business;
- ensure this is conducted by someone with in-depth knowledge of your working practices; and
- identify and document any risks you have found, for example in a risk register.

Guidance

[Guide to the GDPR - Documentation](#), ICO website

[Find out what information you have](#), National Archives

[Identify information assets](#), National Archives

Your business has systems to record and manage ongoing consent.

Suggested actions

You should:

- Keep a record of when and how you got consent from the individual.
- Keep a record of exactly what they are told at the time.



- Regularly review consent to check that the relationship, processing and the purposes have not changed.
- Have processes in place to refresh consent at appropriate intervals, including any parental consents.
- Consider using privacy dashboards or other preference management tools as a matter of good practice.
- Make it easy for individuals to withdraw their consent at any time and publicise how to do so.
- Act on withdrawals of consent as soon as you can.
- Don't penalise individuals who wish to withdraw consent.

If current consent don't meet the GDPR's high standards or is poorly documented, you will need to;

- seek fresh GDPR-compliant consent; or
- identify a different lawful bases for your processing (and ensure continued processing is fair); or
- stop the processing.

Guidance

[Guide to the GDPR - Consent](#), ICO website

If you may be required to process data to protect the vital interests of an individual, your business has clearly documented the circumstances where it will be relevant. Your business documents your justification for relying on this basis and informs individuals where necessary.

Suggested actions

You should:

- ensure guidance is available for staff on the circumstances where they need to use this lawful basis for processing;



- review your existing processing to identify if you have any ongoing processing for this reason, or are likely to need to process for this reason in future; and then
- document where you rely on this basis and inform individuals if relevant.

Guidance

[Guide to the GDPR – Vital interests](#), ICO website

Your business provides data protection awareness training for all staff.

Suggested actions

You should:

- provide induction training on or shortly after appointment;
- update all staff at regular intervals or when required (for example, intranet articles, circulars, team briefings and posters); and
- provide specialist training for staff with specific duties, such as marketing, information security and database management.

Where required, your business has appointed a DPO. In other cases, you have nominated a data protection lead.

Suggested actions

You should:

- designate responsibility for data protection compliance to a suitable individual;
- support the appointed individual through provision of appropriate training;



- ensure there are appropriate reporting mechanisms in place between the individual responsible for data protection compliance and senior management;
- register the details of your DPO with the ICO; and
- document the internal analysis carried out to determine whether or not a DPO is to be appointed, unless it is obvious that your organisation is not required to designate a DPO.

Guidance

[Guide to the GDPR - Data protection officers](#), ICO website

AMBER: partially implemented or planned

Your business has identified your lawful bases for processing and documented them.

Where you have only partially implemented measures, please select the appropriate actions from the detail below:

Suggested actions

You should;

- look at the various types of data processing you carry out;
- identify your lawful bases for carrying it out; and
- document it, for example in your privacy information.

Guidance

[Guide to the GDPR - Lawful basis for processing](#), ICO website

[Guide to the GDPR – Special category data](#), ICO website

[Guide to the GDPR – Criminal offence data](#), ICO website

Your business has reviewed how you ask for and record consent.



Where you have only partially implemented measures, please select the appropriate actions from the detail below:

Suggested actions

You should:

- Check that consent is the most appropriate lawful bases for processing.
- Make the request for consent prominent and separate from your terms and conditions.
- Ask individuals to positively opt in.
- Use unticked opt-in boxes or similar active opt-in methods.
- Use clear, plain language that is easy to understand.
- Specify why you want the data and what you're going to do with it.
- Give granular options to allow individuals to consent separately to different types of processing wherever appropriate.
- Name your business and any specific third party organisations who will rely on this consent.
- Tell individuals they can withdraw consent at any time and how to do this.
- Ensure that individuals can refuse to consent without detriment.
- Don't make consent a precondition of service.

Guidance

[Guide to the GDPR - Consent](#), ICO website

If you are relying on legitimate interests as the lawful basis for processing, your business has applied the three part test and can demonstrate you have fully considered and protected individual's rights and interests.



Where measures have only been partially implemented, please select the appropriate actions from the detail below:

Suggested actions

You should:

- conduct a legitimate interests assessment (LIA) and keep a record of it, to ensure that you can justify your decision;
- if your LIA identifies significant risks, consider whether you need to do a data protection impact assessment (DPIA) to assess the risk and potential mitigation in more detail;
- keep your LIA under review, and repeat it if circumstances change; and
- include information about your legitimate interests in your privacy information.

Guidance

[Guide to the GDPR – Legitimate interests](#), ICO website

Your business has made privacy information readily available to individuals.

Where you have only partially implemented measures, please select the appropriate actions from the detail below:

Suggested actions

The privacy information you provide should:

- let individuals know who you are, why you are processing their data and who you share it with;
- be concise and to the point;
- be easy to understand;
- be clearly signposted and easy to access;



- be written in clear and plain language, particularly if addressed to a child;
- be free of charge;
- include different information depending on whether you obtained the data directly from the individual or not; and
- be reviewed regularly to make sure it remains accurate and up to date.

Guidance

[Guide to the GDPR - Right to be informed](#), ICO website

Your business has processes in place to ensure that the personal data you hold remains accurate and up to date.

Where you have only partially implemented measures, please select the appropriate actions from the detail below:

Suggested actions

You should:

- implement procedures to allow individuals to challenge the accuracy of the information you hold about them and have it corrected if necessary;
- establish a policy about how to record any requests you receive verbally;
- introduce appropriate systems to rectify or complete information, or allow individuals to provide a supplementary statement;
- have procedures to inform other organisations you have disclosed the information to of the rectification where possible;
- create records management policies, with rules for creating and keeping records (including emails);



- conduct regular data quality reviews of systems and manual records you hold to ensure the information continues to be adequate for the purposes of processing (for which it was collected);
- regularly review information to identify when you need to correct inaccurate records, remove irrelevant ones and update out-of-date ones; and
- promote and feedback any data quality trends to staff through ongoing awareness campaigns and internal training.

Guidance

[Guide to GDPR - Right to rectification](#), ICO website

Your business has procedures to respond to an individual's request to restrict the processing of their personal data.

Where you have only partially implemented measures, please select the appropriate actions from the detail below:

Suggested actions

You should:

- review your procedures to determine where you may be required to restrict the processing of personal data;
- implement a process that enables individuals to submit a request to you; have a process to act on an individual's request to block or restrict the processing of their personal data;
- establish a policy on how to record any requests you receive verbally;
- have procedures to inform any other organisations you have shared the information with, if possible; and
- inform individuals when you decide to lift a restriction on processing.

Guidance

[Guide to GDPR - Right to restrict processing](#), ICO website



Your business has procedures to handle an individual's objection to the processing of their personal data.

Where you have only partially implemented measures, please select the appropriate actions from the detail below:

Suggested actions

You should:

- review your processes and privacy information to ensure you inform individuals of their right to object "at the point of first communication". You should display or give this information clearly and separately from any other information;
- implement a process that will enable individuals to submit an objection request (this could include an online option);
- provide training or raise awareness amongst your staff to ensure they are able to recognise and respond (or know where to refer the request to) to an objection raised by an individual;
- establish a policy on how to record any objections you receive verbally; have procedures in place to consider the individual's objection to the processing of their personal data and record the outcome;
- have processes to demonstrate, where appropriate, your reasons to continue with the processing, based on the compelling legitimate grounds outlined within the GDPR; and
- inform individuals of the outcome of their objection.

Guidance

[Guide to the GDPR – Right to object](#), ICO website

Your business has an appropriate data protection policy.

Suggested actions



You should have a standalone policy statement or general staff policy that:

- sets out your approach to data protection together with responsibilities for implementing the policy and monitoring compliance;
- aligns with and covers the measures within this checklist as a minimum;
- management approve and you publish and communicate to all staff; and
- you review and update at planned intervals or when required to ensure it remains relevant.

Guidance

[Get safe online website](#)

Policy examples and templates are widely available online.

Your business has implemented appropriate technical and organisational measures to integrate data protection into your processing activities.

Where you have only partially implemented measures, please select the appropriate actions from the detail below:

Suggested actions

You should:

- look to continually minimise the amount and type of data you collect, process and store, such as by undertaking regular information and internal process audits across appropriate areas of the business;
- consider pseudonymising the personal data where appropriate to render the data record less identifying and therefore reduce concerns with data sharing and data retention;



- regularly undertake reviews of your public-facing documents, policies and privacy notice(s) to ensure they meet the renewed transparency requirements under the GDPR;
- ensure any current and/or new processes or systems enable you to comply with an individual's rights under the GDPR; and
- create, review and improve your data security features and controls on an ongoing basis.

Guidance

[Guide to GDPR - Data protection by design and default](#), ICO website

Decision makers and key people in your business demonstrate support for data protection legislation and promote a positive culture of data protection compliance across the business.

Where you have only partially implemented measures, please select the appropriate actions from the detail below:

Suggested actions

You should:

- clearly set out your business's approach to data protection and assign management responsibilities;
- ensure you have a policy framework and information governance strategy in place to support a positive data protection and security culture which has been endorsed by management;
- assess and identify areas that could cause data protection or security compliance problems and record these on your business's risk register;
- deliver training which encourages personal responsibility and good security behaviours; and
- run regular general awareness campaigns across your business to educate staff on their data protection and security responsibilities and promote data protection and security awareness and compliance.



Guidance

[Think Privacy training](#), ICO website

Your business has effective processes to identify, report, manage and resolve any personal data breaches.

Where you have only partially implemented measures, please select the appropriate actions from the detail below:

Suggested actions

You should:

- train staff how to recognise and report breaches;
- have a process to report breaches to the appropriate individuals as soon as staff become aware of them, and to investigate and implement recovery plans;
- put mechanisms in place to assess the likely risk to individuals and then, if necessary, notify the breach to the ICO and inform affected individuals;
- monitor the type, volume and cost of incidents to identify trends and help prevent recurrences; and
- document all breaches, even if you don't need to report them.

Guidance

[Guide to the GDPR – Personal data breaches](#), ICO website

GREEN: successfully implemented

Your business has documented what personal data you hold, where it came from, who you share it with and what you do with it.



Your business has paid the data protection fee to the Information Commissioner's Office.

Your business has established a process to recognise and respond to individuals' requests to access their personal data.

Your business has a process to securely dispose of personal data that is no longer required or where an individual has asked for it to be erased.

Your business monitors its own compliance with data protection policies and regularly reviews the effectiveness of data handling and security controls.

Your business manages information risks in a structured way so that management understands the business impact of personal data related risks and manages them effectively.

Your business understands when you must conduct a DPIA and has processes in place to action this.

Not applicable

If your business relies on consent to offer online services directly to children, you have systems in place to manage it.

Your business communicates privacy information in a way that a child will understand.

Your business has processes to allow individuals to move, copy or transfer their personal data from one IT environment to another in a safe and secure way, without hindrance to usability.

Your business has identified whether any of your processing operations constitute automated decision making under Article 22 of the GDPR and has procedures in place to deal with the requirements.

Your business has a written contract with any processors you use.



Your business has a DPIA framework which links to your existing risk management and project management processes.

Your business has an information security policy supported by appropriate security measures.

Your business ensures an adequate level of protection for any personal data processed by others on your behalf that is transferred outside the

Compliance with GDPR at Little Garden Nursery

Privacy Notice

(How we use Staff information)

We take Data Protection seriously. At nursery, we need to store some information on the staff. This is for essential things, such as Emergency contacts, contracts, DBS numbers etc. The following sets out, the types of data we store, where we store it, why we store it and how it will be used. Please read through, and then give consent for us to store in the following ways.

The categories of staff information that we process include:

- Personal identifiers and contacts
- DBS details
- References
- CPD information (Observations, Performance Management, Termly reviews etc0
- Special educational needs (including the needs and ranking)
- Medical and dietary information (such as doctors information, child health, dental health, allergies, medication and dietary requirements)
- Attendance via registers
- Correspondence via WhatsApp



- Bank details

Why we collect and use staff information at Little Garden Nursery

We have a Statutory duty to collect certain information e.g. Emergency contact numbers, Safeguarding information, DBS checks, References. Reasons for this are set out in the Early Years Foundation Stage document. The following list, sets out some of the key reasons we need to store your data...

We collect and use pupil information, for the following purposes:

- a) to support staff learning
- b) to monitor and report on staff progress
- c) to ensure Safer Recruitment
- d) to assess the quality of our services

Our legal basis for collecting data

We have a duty under legislation to maintain certain records for the staff. Key legislation that impacts upon our setting is:

- ☐ Early Years Foundation Stage Statutory Framework 2017
- ☐ Children's Act 2006
- ☐ Employment Act

The lawful bases for processing are set out in **Article 6 of the GDPR**. At least one of these must apply whenever we process personal data:

(a) Consent: the individual has given clear consent for you to process their personal data for a specific purpose.

(b) Contract: the processing is necessary for a contract you have with the individual, or because they have asked you to take specific steps before entering into a contract.

(c) Legal obligation: the processing is necessary for you to comply with the law (not including contractual obligations).

(d) Vital interests: the processing is necessary to protect someone's life.

(e) Public task: the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law.

(f) Legitimate interests: the processing is necessary for your legitimate interests or the legitimate interests of a third party unless there is a good reason to protect the individual's



personal data which overrides those legitimate interests. (This cannot apply if you are a public authority processing data to perform your official tasks.)

How we collect staff information

We collect pupil information via **registration forms at the start of the school year, taking photos on WhatsApp, meetings with parents (SEND), staff discussion (Safeguarding),**

Pupil data is essential for the nursery's operational use. Whilst the majority of pupil information you provide to us is mandatory, some of it requested on a voluntary basis. In order to comply with the data protection legislation, we will inform you at the point of collection, whether you are required to provide certain pupil information to us or if you have a choice in this.

How we store staff data

We hold pupil data securely for the set amount of time shown in our data retention schedule (see GDPR folder). For more information on our data retention schedule and how we keep your data safe, please see Manager.

Information held on staff

Information	Legal basis for keeping	Shared with?	Stored how?	Security	Kept for how long
☑ Staff files	A B C	Future employers	Paper records in lockable storage	Forms stored in lockable cabinet Office is locked when nursery not in use	
☑ Supervision files	C D	Future employers	Paper	Forms stored in lockable cabinet	
Bank details (staff and parents)	A B C	Barclays Bank Inland Revenue	Barclays secure server		
☑ DBS records	C D	Not shared	DBS website Numbers on Central record		
☑ Medical forms	A C	Not shared		Forms stored in lockable cabinet	



<input checked="" type="checkbox"/> Contracts	A B	Not shared	On computer On paper	Forms stored in lockable cabinet	
<input type="checkbox"/> CPD – evaluation information	A C	Senior management	In paper storage	Forms stored in lockable cabinet	

Why we regularly share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

People with whom we share data

- Social Services
- Ealing Local Authority
- Ealing SEND Team
- Local schools
- Department of Education

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact **Rassmieh Ketabpour (our Data Protection Officer)**

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and



- a right to seek redress, either through the ICO, or through the courts

If you have a concern or complaint about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact Rassmieh Ketabpour on.....

Compliance with GDPR at Little Garden Nursery

Privacy Notice (How we use pupil information)

We take Data Protection seriously. At nursery, we need to store some information on the children. This is for essential things, such as Emergency contacts etc. The following sets out, the types of data we store, where we store it, why we store it and how it will be used. Please read through, and then give consent for us to store in the following ways.

The categories of pupil information that we process include:

- Personal identifiers and contacts (such as name, unique pupil number, contact details and address)
- Characteristics (such as ethnicity, language, and free school meal eligibility)
- Safeguarding information** (such as court orders and professional involvement)
- Special educational needs (including the needs and ranking)
- Medical and dietary information (such as doctors information, child health, dental health, allergies, medication and dietary requirements)



- Attendance (such as sessions attended, number of absences, absence reasons and any previous schools attended)
- Assessment and attainment (such as photos, observations, summary checks, learning journals)
- Photos – for Whatsapp & occasionally displays
- Behavioural information (such as exclusions and any relevant alternative provision put in place)

Why we collect and use pupil information at Little Garden Nursery

We have a Statutory duty to collect certain information e.g. Emergency contact numbers, Safeguarding, Assessment data. Reasons for this are set out in the Early Years Foundation Stage document. The following list, sets out some of the key reasons we need to store your data...

We collect and use pupil information, for the following purposes:

- e) To support pupil learning
- f) To monitor and report on pupil attainment progress
- g) To provide appropriate pastoral care
- h) To assess the quality of our services
- i) To keep children safe (food allergies, or emergency contact details)
- j) To meet the statutory duties placed upon us for EYFS

Our legal basis for collecting data

We have a duty under legislation to maintain certain records for the children. Key legislation that impacts upon our setting is:

- ☐ Early Years Foundation Stage Statutory Framework 2017
- ☐ Children's Act 2006
- ☐ UN Convention on the Rights of the Child

The lawful bases for processing are set out in **Article 6 of the GDPR**. At least one of these must apply whenever we process personal data:

(a) Consent: the individual has given clear consent for you to process their personal data for a specific purpose.

(b) Contract: the processing is necessary for a contract you have with the individual, or because they have asked you to take specific steps before entering into a contract.



(c) Legal obligation: the processing is necessary for you to comply with the law (not including contractual obligations).

(d) Vital interests: the processing is necessary to protect someone’s life.

(e) Public task: the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law.

(f) Legitimate interests: the processing is necessary for your legitimate interests or the legitimate interests of a third party unless there is a good reason to protect the individual’s personal data which overrides those legitimate interests. (This cannot apply if you are a public authority processing data to perform your official tasks.)

How we collect pupil information

We collect pupil information via **registration forms at the start of the school year, taking photos on WhatsApp, meetings with parents (SEND), staff discussion (Safeguarding)**, Pupil data is essential for the nursery’s operational use. Whilst the majority of pupil information you provide to us is mandatory, some of it requested on a voluntary basis. In order to comply with the data protection legislation, we will inform you at the point of collection, whether you are required to provide certain pupil information to us or if you have a choice in this.

How we store pupil data

We hold pupil data securely for the set amount of time shown in our data retention schedule (see GDPR folder). For more information on our data retention schedule and how we keep your data safe, please see Manager.

Information	Legal basis for keeping it	Shared with?	Stored how?	Security	Kept for how long
📷 Photos	A	Parents	Phone	WhatsApp Encryption	



(Of children for WhatsApp)	C		iCloud	iCloud security system Nursery phone locked in office during non-working hours	
<input checked="" type="checkbox"/> Videos (Of children for WhatsApp)	A C	Parents	Phone iCloud	WhatsApp Encryption iCloud security system Nursery phone locked in office during non-working hours	
<input checked="" type="checkbox"/> Registration forms & waiting lists	A B C	Staff	Paper records in lockable storage	Forms stored in lockable cabinet Office is locked when nursery not in use	
<input type="checkbox"/> Child protection files and referrals	C D E	Staff Social Services	Paper records in lockable storage Computer files	Forms stored in lockable cabinet Office is locked when nursery not in use Computer is password activated Email correspondence via secure connection	
<input type="checkbox"/> Accident records	A C D	Staff Social services	Paper records in each room	<input type="checkbox"/> Accident books stored in each room <input type="checkbox"/> Books are locked in the rooms when the nursery is closed <input type="checkbox"/> Main room - books packed into locked office on weekends	
<input checked="" type="checkbox"/> Allergies	A C D	Staff	Paper records in lockable storage Serious allergies displayed on nursery display Laptop	<input type="checkbox"/> Forms stored in lockable cabinet <input type="checkbox"/> Office is locked when nursery not in use <i>Health and safety overrides GDPR in terms of displaying serious allergies on the wall of the nursery</i>	



<input type="checkbox"/> Medication information	A D	Staff	In lockable storage Serious conditions displayed on nursery display	<input type="checkbox"/> Forms stored in lockable cabinet <input type="checkbox"/> Office is locked when nursery not in use <i>Health and safety overrides GDPR in terms of displaying serious allergies on the wall of the nursery</i>	
Learning journals (assessment books)	A C	Staff Schools SEND team	Paper records in each room	<input type="checkbox"/> Accident books stored in each room <input type="checkbox"/> Books are locked in the rooms when the nursery is closed <input type="checkbox"/> Main room - books packed into locked office on weekends	
<input checked="" type="checkbox"/> EYPP, DAF and Inclusion Fund lists	A C E	Ealing Council	Laptop	Computer is password activated Email correspondence via secure connection	
Staff meeting minutes	C D E	Staff	Paper records in Staff Meeting folders	Forms stored in lockable cabinet Office is locked when nursery not in use	
Birth certificates (for funding purposes) Emergency contacts list (children and staff)	A C E	Ealing Council	Paper records in lockable storage	Forms stored in lockable cabinet Office is locked when nursery not in use	
<input checked="" type="checkbox"/> Registers	A B D	Ealing Council	Paper records in each room	<input type="checkbox"/> Accident books stored in each room <input type="checkbox"/> Books are locked in the rooms when the nursery is closed <input type="checkbox"/> Main room books	



				packed into locked office on weekends	
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Information held on children / parents

Why we regularly share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

People with whom we share data

- Social Service
- Ealing Local Authority
- Ealing SEND Team
- Local schools
- Department of Education

Requesting access to your personal data: Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact **Rassmieh Ketabpour (our Data Protection Officer)**

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- a right to seek redress, either through the ICO, or through the courts

If you have a concern or complaint about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact: If you would like to discuss anything in this privacy notice, please contact Rassmieh Ketabpour on...07889364353.....

GDPR – Parental consent form

We have a Statutory duty to collect certain information e.g. Emergency contact numbers, Safeguarding, Assessment data. Reasons for this are set out in the Early Years Foundation Stage document. The following list, sets out some of the key reasons we need to store your data...



We collect and use pupil information, for the following purposes:

- a) To support pupil learning
- b) To Safeguard children
- c) To monitor and report on pupil attainment progress
- d) To provide feedback to parents
- e) To assess the quality of our services
- f) To keep children safe (food allergies, or emergency contact details)
- g) To meet the statutory duties placed upon us by the EYFS

Our GDPR Policy and documentation in full is available to view in the main office. This includes:

- A full Asset Register of data stored
- Key GDPR information sheet
- GDPR Children & Parent Data Document – this includes our basis for collecting data and timeframe for retention
- The name of our DP Officer
- Our review and evaluation process

Please sign and date below to consent to us storing your information

I consent to little Garden Nursery storing my data for the period proscribed

(Signed)

(Dated)

Information	Sensitive?	Shared with?	Stored how?	Security	Kept for how long
<ul style="list-style-type: none"> ▪ Photos (Of children for WhatsApp) 	Yes	Parents	Phone iCloud	WhatsApp Encryption iCloud security system Nursery phone locked in office during non-working hours	
<ul style="list-style-type: none"> ▪ Videos (Of children for WhatsApp) 	Yes	Parents	Phone iCloud	WhatsApp Encryption iCloud security system Nursery phone locked in office during non-working hours	
<ul style="list-style-type: none"> ▪ Registration forms & waiting lists 	Yes	Staff	Paper records in lockable storage	Forms stored in lockable cabinet Office is locked when nursery	



				not in use	
<ul style="list-style-type: none"> Child protection files and referrals 	<p>Yes Highly</p>	<p>Staff Social Services</p>	<p>Paper records in lockable storage Computer files</p>	<p>Forms stored in lockable cabinet Office is locked when nursery not in use Computer is password activated Email correspondence via secure connection</p>	
<ul style="list-style-type: none"> Accident records 	<p>No</p>	<p>Staff Social services</p>	<p>Paper records in each room</p>	<ul style="list-style-type: none"> Accident books stored in each room Books are locked in the rooms when the nursery is closed Main room - books packed into locked office on weekends 	
<ul style="list-style-type: none"> Allergies 	<p>No</p>	<p>Staff</p>	<p>Paper records in lockable storage Serious allergies displayed on nursery display Laptop</p>	<ul style="list-style-type: none"> Forms stored in lockable cabinet Office is locked when nursery not in use <p><i>Health and safety overrides GDPR in terms of displaying serious allergies on the wall of the nursery</i></p>	
<ul style="list-style-type: none"> Medication information 	<p>Yes</p>	<p>Staff</p>	<p>In lockable storage Serious conditions displayed on nursery display</p>	<ul style="list-style-type: none"> Forms stored in lockable cabinet Office is locked when nursery not in use <p><i>Health and safety overrides GDPR in terms of displaying serious allergies on the wall of the nursery</i></p>	
<ul style="list-style-type: none"> Learning journals (assessment books) 	<p>Yes</p>	<p>Staff Schools SEND team</p>	<p>Paper records in each room</p>	<ul style="list-style-type: none"> Accident books stored in each room Books are locked in the rooms when the nursery is closed Main room - books packed into locked office on weekends 	
<ul style="list-style-type: none"> EYPP, DAF and Inclusion Fund lists 	<p>Yes</p>	<p>Ealing Council</p>	<p>Laptop</p>	<p>Computer is password activated Email correspondence via</p>	



				secure connection	
<ul style="list-style-type: none"> Staff meeting minutes 	Yes	Staff	Paper records in Staff Meeting folders	Forms stored in lockable cabinet Office is locked when nursery not in use	
<ul style="list-style-type: none"> Birth certificates (for funding purposes) Emergency contacts list (children and staff) 	No	Ealing Council	Paper records in lockable storage	Forms stored in lockable cabinet Office is locked when nursery not in use	
<ul style="list-style-type: none"> Registers 	No	Ealing Council	Paper records in each room	<ul style="list-style-type: none"> Accident books stored in each room Books are locked in the rooms when the nursery is closed Main room - books packed into locked office on weekends 	

GDPR Brief Overview

This document sets out how we comply with the GDPR Directive that came into force in 2018

Data Protection Officer

Rassmieh Ketabpour is our Data Protection Officer. He can be contacted on 020 3659 7853

ICO: As we store personal data electronically, we are registered with the Information Commissioner’s Office. Our reference is

Consent Staff training Breaches

Information Asset Register

This catalogues the type of information we store. We will also state, where the information is kept and how it is kept secure. This section is broken into two parts – Children’s information & Staff information – see Section 2

Date Protection Impact Assessment

We carry out a DPIA not for every process just for the ones that we feel could be high risk for the data subject or for any new technology. Currently, we have no new systems



of data storage, so we have not carried out a DPIA – when this changes, we will have to carry out this process.

Consent & Privacy Notices

Compliance with GDPR at little Garden Nursery for Children document

We take Data Protection seriously. At nursery, we need to store some information on the children. This is for essential things, such as Emergency contacts etc. The Compliance document sets out, the types of data we store, where we store it, why we store it and how it will be used. This document can be seen later in the folder. We ask for parents to consent for us to store their data (see Section 4).

Compliance with GDPR at Little Garden Nursery for Staff document (Privacy Notice)

We take Data Protection seriously. At nursery, we need to store some information on the staff. The Compliance document sets out, the types of data we store, where we store it, why we store it and how it will be used. This document can be seen later in the folder. We ask for staff to consent for us to store their data (see Section 5).

Data Retention Schedule

This document sets out our timeframes for storing your data, and how it will be treated after this period has lapsed (see Section 6).

Further information

Complaints

Self-Assessment & Review

Assessment & Planning

This document sets out the Assessment and Planning Expectations for each of the rooms. We need to ensure we use the large amount of assessment information that we have to filter into high quality, planned activities that focuses on the individual needs of the children. The net result of this will be high levels of involvement (Leuven scales) and improved Outcomes for children (Assessment check).

Red : Assessment

Blue: Planning

Purple: Both

For children under 24 months

Expectations for the on-going completion of the children's learning journeys, it is responsibility of the Deputy in each room to ensure this is completed. This should ensure we have an accurate picture of the strengths and areas to develop for each child. This will form the basis for the individualised planning to ensure targeted help for each child, resulting in the best possible outcomes.

- **1 Extended Observation per month – KP to complete a 10 minute observation and then link this to the child's targets**



- Brief observation on posted note – these can be used for highlighting books
- Grids highlighted at the end of each term – use: Observations
- Key person judgments updated once per term – KP to highlight areas they are confident that the child is able to do (un-evidenced – professional judgment)
- Child's work in books (1 piece per term – linked to targets)
- Fortnightly targets set by the Key Person
- Daily group evaluation and planning meeting with planned activities being linked to identified assessment need

2-Year Olds

Expectations for the on-going completion of the children's learning journeys, it is responsibility of the Deputy in each room to ensure this is completed. This should ensure we have an accurate picture of the strengths and areas to develop for each child. This will form the basis for the individualised planning to ensure targeted help for each child, resulting in the best possible outcomes.

- 1 Extended Observation per ½ term – KP to complete a 10 minute observation and then link this to the child's targets
- Brief observations on posted note
- Key person judgments updated once per term – KP to highlight areas they are confident that the child is able to do (un-evidenced – professional judgment)
- Child's work in books (1 piece per term – linked to targets)
- Targets ticked off/ highlighted in the Learning Journeys once per term
- Daily evaluation & planning meeting for activities focused on the needs of the children
- Schemas / interest board – observations of children linked to schemas and these are written on the group planning board
- Individual planning reviewed (end of each term) – evaluate how much progress has been made in relation to last term's targets

3 years old and above



Expectations for the on-going completion of the children's learning journeys, it is responsibility of the Deputy in each room to ensure this is completed. This should ensure we have an accurate picture of the strengths and areas to develop for each child. This will form the basis for the individualised planning to ensure targeted help for each child, resulting in the best possible outcomes.

- 1 Extended Observation per ½ term – KP to complete a 10 minute observation and then link this to the child's targets
- Brief observations
- Key person judgments updated once per term – KP to highlight areas they are confident that the child is able to do (un-evidenced – professional judgment)
- Child's work in books (1 piece per term – linked to targets)
- Targets ticked off/ highlighted in back of the Learning Journeys once per term
- Summative assessment (twice per year) – A4 grid to be completed highlighting progress through the 7 areas of learning
- Key target areas (twice per year) – linked to areas of weakness identified in Summative assessment
- Individual planning fortnightly – set a Key Person target once per fortnight and evaluate the following week
- Staff to plan activities twice per week, linking the provision to identified assessment need
- Grids of progress twice per year (RK)

Risk assessment and nursery policies during coronavirus epidemic

	Risk	Who is at risk	Level of risk	Measure control
Gates & Doors	Getting infected & spreading the infection	All / families /staff /children / delivery people	High	Clean frequently throughout the day
Toys	Getting infected & spreading the infection	Children/ staff	High	Clean and wash with soap on a daily basis



Sand play	Getting infected & spreading the infection	Children/ staff	high	Rotating play day in sand pit, only open on Tuesday and Friday to allow 72 hours to do away with the viruses.
Play dough	Getting infected & spreading the infection	Children /staff	high	Use personal playdough for each individual child, kept in separate containers, labelled with child's name or picture. One member of staff to observe the play dough activity all the time when children playing. Teach children about the rules how to use the playdough
Child with Temperature	spreading the infection	Children /staff	high	Children with temperature of 37.8c are not permitted at nursery and will be sent home as soon as we find out
Coughing & Sneezing	Getting infected & spreading the infection	Children/ staff	High	Isolating for two weeks at first sign of any symptom
Not observing strict hygiene practices	Allowing virus to infect surfaces	Individual staff and children	High	<ul style="list-style-type: none"> ● Wash your hands thoroughly and regularly. Use soap and water for at least 20 seconds. Use alcohol-based hand sanitiser where soap and water is not available and hand washing technique to be adopted as directed by NHS ● Avoid touching your face /eyes /nose /mouth with unwashed hands and cover your cough or sneeze with a tissue then throw it in the bin and then wash your hands. ● Provide additional hand washing facilities to the usual welfare facilities ● Regularly clean the hand washing facilities and check soap and sanitiser levels ● Provide suitable and sufficient rubbish bins for hand towels with regular removal and disposal. ● Nursery will need extra supplies of



			<p>soap, hand sanitiser and paper towels and these will be securely stored.</p> <ul style="list-style-type: none"> • Restrict the number of people using toilet facilities at any one time e.g. nominate a member of staff to monitor this each session. Wash hands before and after using the facilities. Enhance the cleaning regimes for toilet facilities particularly door handles, locks and the toilet flush.
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Knowing the symptoms: according to public health England, symptoms include a new continuous cough and a high temperature (over 37.8C). Symptoms typically appear after 2-10 days after infection and as a general rule, any contact with the virus potentially could make you ill.

- ✓ Look after yourself; wear apron and wash hand often in daily bases. Use hand sanitizer when in the garden if you have no access to washing hand.
- ✓ Keep a good mental health, stay calm with children and families and if you struggle, seek medical advise
- ✓ If you or your family member have underlying condition you should be careful and considering the timing for returning back to work.

Going out

In conjunction with Ofsted we must comply with the EYFS requirement to enable daily outdoor play, and if that is not possible we need to ensure outdoor activities are planned in the garden.



- To allow children have more access to outdoor we may use the secure field outside the nursery.
 - ✓ Risk assess before taking the children for health and safety
 - ✓ Take the first aid bag with us
 - ✓ Take hand sanitizer
 - ✓ Take food and water
 - ✓ Take contact details
 - ✓ Take a phone with us
 - ✓ Comply with the EYFS ratio

Visitor Procedures

EYFS requirement 3.62 - *Providers must only release children into the care of individuals who have been notified to the provider by the parent, and must ensure that children do not leave the premises unsupervised.*

I speak to parents during induction and ask them to record details about their child's emergency contacts and any people who must not have access to their child.

EYFS requirement 3.62 - *Providers must take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors.*

To keep children safe –

- Doors are locked during working hours; the garden gate is locked and fences are in good repair
- Visitor ID will be checked before they are allowed on the premises.
- I shadow visitors and do not leave them unsupervised with children
- Visitors are never asked to carry out intimate care routines



- Visitors are asked to personal belongings out of sight and reach of children; to comply with my **Mobile Phone and Camera Policy** I ask visitors to keep mobile phones and cameras in their bags or pockets and not to use them while on the premises
- I share my **Emergency Procedures** with visitors
- Visitors are not allowed to smoke on the premises.
- Visitors must sign in the visitors book and fill the Covid 19 visitors health form record.

Unexpected visitors – if I receive an unexpected visitor during working hours, I reserve the right to ring the company to check that the visitor is genuine before allowing them onto the premises.

Record keeping – I record details of visitors for inspection by parents and Ofsted.

Allegations against visitors - if an allegation is made against a visitor, I will follow my **Safeguarding and Child Protection Policy and Procedures**.

Risk assessment update 04.2020 – visitors will not be allowed in the setting to comply with social distancing rules. A new **Arrival and Departure Policy** has been written and shared with parents.

If you have any questions about my Policy / Procedures or would like to make any comments, please ask.

Signed: Rassmieh Ketabpour

Date: May 2020

Review date: August 2020

Illness and infection control procedures

All steps are taken to protect children from illness and infection.



EYFS requirement 3.44 states –

‘The provider must promote the good health of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.’

Illness and Infection Control Procedures include –

- Cleaning and sterilising play areas.
- Daily cleaning of toys and other resources.
- Ensuring children have sole use of resources, which may transfer infection such as sand, water and messy play including cooking and play dough.
- Providing tissues, a lidded bin and hand wipes for the children to use independently – monitoring children’s use and requiring hand washing after use.
- Teaching children to cough or sneeze into their elbows (like an elephant) and then wash their hands.
- Using good hand washing techniques to prevent the spread of infection and cross contamination.
- Teaching children to wash their hands regularly and effectively.
- Dealing with bodily fluids safely.
Note: soiled clothes will usually be handed to parents for cleaning.
- Keeping children safe around animals – please see Animal / Pet Policy for more information.
- Talking to children about health and safety, germs, viruses etc. as appropriate for their ages and levels of understanding.

If a child falls ill – parents will be asked to collect them as quickly as possible and keep them at home for the advised exclusion time including, for example –

- 48 hours after last bout for diarrhoea and sickness
- 7 days for coronavirus symptoms
- Until they are better after colds, flu etc.
- Following Health Protection England guidance for other common childhood illnesses.



- 24 hours after starting antibiotic treatment.

Procedure if a child falls ill

**The child will be treated using first aid and / or medication (with prior written permission) if appropriate.

**The child will be isolated if necessary.

**Every effort will be made to telephone parents to collect the child.

**In an emergency situation, 999 / 111 will be contacted for further advice.

**Emergency contacts will be telephoned if parents are not available.

Note: Parents must provide at least 2 emergency contacts for their child(ren)

As a general rule, a child is unable to participate in normal daily routines, is irritable, continuously crying or requires more attention than can be safely provided without impeding the health, safety and wellbeing of other children in the setting or is not well enough to attend other provisions such as school or nursery, they should be at home with parents.

If parents are ill – please consider whether it is safe to bring your child to the setting, to protect your child, other children and staff members. If you need to ask someone else to collect your child, you must supply a password and photo of them for us to use.

If a staff member is ill – parents will be contacted as soon as reasonably practicable and asked to collect the child. Staff carry Emergency Contact Information for children on outings.

Note: if staff illness is related to Coronavirus, Public Health England advice will be followed.

Confidentiality – where possible, confidentiality will be maintained; however, please note that details of illnesses will be shared if advised by the Local Authority, Public Health England, Ofsted or other agencies. Please see the Confidentiality Policy for more information.

Reporting a notifiable disease - it is the duty of the attending doctor to determine whether a disease is notifiable and then to inform the Local Authority. In some instances,



where required in the statutory framework, providers must inform the Local Authority, Ofsted and the Health Protection Agency.

If you have any questions about my Policy / Procedures or would like to make any comments, please ask.

Health and Safety Policy

I aim to ensure children are healthy and safe on my premises, in the garden and on outings.

This Health and Safety Policy follows the requirements of the Early Years Foundation Stage (EYFS, 2017) and covers –

- EYFS overarching statement
- Fire safety
- Hygiene requirements
- Hand washing
- Paediatric first aid
- First aid box / kit
- Risk assessment
- Outings
- Outside play
- No smoking
- Health and hygiene
- Other considerations including –
 - Supervision of children
 - Food and allergies
 - Manual Handling



- Electrical appliances
- Chemicals
- Staff training

Responsibility

The owner / manager is responsible for health and safety in the setting; all staff must ensure the setting is as safe as reasonably practicable for use by the children and families.

Animals including pets

I assess the risk of children's contact with animals and share information with parents about how I keep their child safe. Please see **Animal and Pet Policy** for more information.

Overarching statement in the EYFS

EYFS requirement 3.54 - *Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises.*

I aim to ensure the premises and outside areas are fit for purpose by carrying out regular risk assessments of all areas of provision including furniture, equipment and toys. I clean the house and garden regularly and check for debris or dangers throughout the day.

Fire safety

EYFS requirement 3.54 - *Providers must comply with requirements of health and safety legislation (including fire safety requirements).*

I comply with fire safety requirements and have a written Fire Risk Assessment.

Hygiene requirements



EYFS requirement 3.54 - *Providers must comply with requirements of health and safety legislation (including hygiene requirements).*

I keep the house and garden clean and hygienic for the children and staff.

Hand washing procedures - the government advice is to wash hands regularly for 20 seconds, using soap and water or sanitiser if no soap is available. Hands should be dried well, using single use paper or cloth towels (hot washed after each use).

Paediatric first aid

EYFS requirement 3.25 - *At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings.*

I am committed to keeping children safe - however, accidents do sometimes happen. I have up-to-date paediatric first aid certificates and the children are within sight and / or hearing at all times. I risk assess constantly to help keep children safe and I teach them to do their own risk assessments (see below).

Updated for coronavirus 04.2020

The rules around the renewal of Paediatric first aid certificates have been adapted to account for lockdown. See the HSE website for more information.

First aid box

EYFS requirement 3.50 - *Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents and/or carers*



of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.

There is a fully equipped first aid box in the house and one for outings and the car. The contents are suitable for children and are replaced after use or as required. I keep completed **Accident and First Aid Record** forms in a file and ask parents to complete an **Existing Injuries Record** if their child has had an injury at home.

Parents are asked to make themselves available on the same day (where possible) to read and sign accident and first aid records. I am aware of the requirement to notify Ofsted of any serious accident, illness or injury, or death to Ofsted within 14 days.

Risk assessment

EYFS requirement 3.64 - *Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.*

I take children's safety seriously and risks assess first thing in the morning and constantly during the day, covering outside play, inside activities, outings etc. The house and garden are visually checked for risks and faulty equipment, furniture, broken or dangerous resources etc. are removed from the play areas immediately. Children are taught to do their own risk assessments of the house and garden and are reminded about safety during outings.

I teach children about keeping themselves safe and taking measured risks. For example, I plan regular activities linked to teaching children about personal safety, stranger danger, staying safe online, being careful around animals and road and rail safety etc... I use planned activities and spontaneous opportunities to talk to the children about keeping safe.



I share information with parents to support their child's health and safety at home.

Updated for coronavirus 04.2020

A new risk assessment has been completed to cover the specific hazards and risks surrounding coronavirus including how to keep children and staff safe. New policies and procedures including an Arrival and Departure Policy have been added to my file and shared with parents. Further information will be added and adapted as advised.

Outings

EYFS requirement 3.65 - *Children must be kept safe while on outings. Providers must assess the risks or hazards which may arise for the children, and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of adult to child ratios.*

EYFS requirement 3.25 - *At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings.*

EYFS requirement 3.66 - *Vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.*

Outings are risk assessed to ensure children are kept safe and we always work within my ratios. During outings, children might use large play equipment at parks or in soft play areas. These will be risk assessed first and children will be taught to inform an adult if they are worried about any aspect of the play areas.

All staff has a current paediatric first aid certificates and a first aid kit is taken on outings.

Updated for Coronavirus – May 2020

At the present time, to comply with social distancing rules, I have discussed outings with parents and I am making an informed decision on a regular basis, with their input, about the types of outings I take with the children. for example, I might take the children on a safe, socially distanced walk to collect natural materials or play on the big field, but I do not take children to the park or social events.



Outside play

EYFS requirement 3.58 - *Providers must provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions). Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).*

The garden is as safe as possible and risk assessed before, during and after each working day. It is set up to support all children's learning: resources and equipment are provided which promote children's learning and development. Garden equipment, resources etc. is risk assessed before, during and after use to ensure it is safe for the ages and developmental stages of the children in the setting on the day.

Parents are aware that it is a requirement of the Early Years Foundation Stage (EYFS) that their child goes outside every day apart from if there are unsafe weather conditions and are asked to provide appropriate clothing and spare clothes in case their child gets wet or muddy. I have spare clothes for children if required.

I have made changes to the garden and indoor to support children with disabilities including providing safety handle inside the toilet for more support and ensuring the garden is level so all children can access the resources and equipment. We are prepared to make further reasonable adjustments as required by the Equality Act 2010 if requested.

Garden equipment, resources etc. is risk assessed before, during and after use to ensure it is safe for the ages and developmental stages of the children in the provision on the day. How ever to comply with EYFS requirement we would like children to take appropriate risk which is fundamental for their progress and well being.

Unsafe weather conditions might include storm warnings from the Environment Agency and very hot days when it is unsafe for children to stay in the sun for long periods. I use a weather app to check weather conditions every day and speak to parents about how we have supported their child's learning if I have not been able to offer them the opportunity to go outside.



Sun safety – I ask parents to provide a bottle of labelled factor 30+-sun cream for their child. Permission is in place to apply cream and children are taught how to do this independently (with supervision). Parents are asked to put the first layer of sun cream on their child in the morning and we will continue to apply it regularly through the day.

Vehicles for transporting children

EYFS requirement 3.66 - *Vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.*

I take children on outings and we hire a minibus or bus from renting agencies to visit places. I make sure they have insurance which covers transporting children – parents and Ofsted are welcome to view the copy of the insurance document and other car paperwork at any time. There are appropriate car seats for the height and weight of children in the car (car seats are risk assessed for safety before each outing) and children are taught about being safe in the car and around other vehicles on outings.

I might, at times, use public transport. I teach children to be safe around buses, trains and trams etc. and I risk assess before and during each journey.

Updated for coronavirus 04.2020

At the present time, outings including outings in vehicles are minimised to keep children safe and outings will not be taken on public transport. I will continue to follow advice from the Government on safe outings and share updated information with parents as relevant.

No smoking

EYFS requirement 3.56 - *Providers must not allow smoking in or on the premises when children are present or about to be present.*

I do not smoke and I am committed to protecting children from the dangers of smoke and smoky atmospheres. Smoking and equipment in any form including e-cigarettes is not



allowed on the premises. Where possible I protect children from smoking on outings. For example, I do not take the children into smoky environments and avoid places that allow smoking if possible.

I teach children about the dangers of tobacco and smoking in age appropriate ways, working with parents where possible to ensure messages are consistent.

Health and hygiene

EYFS requirement 3.60 - *Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies and providers should ensure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items is always available.*

Nappy changing and toilet facilities can be inspected at any time: anti-bacterial cleaning products are used to keep them clean and children's hands are washed at appropriate times. Children are taught how to clean their hands effectively and we supervise them.

We wash hands before and after nappy changing. Children are placed on a plastic mat, which is cleaned with antibacterial wipes before and after each use. Privacy is considered when children's nappies are changed but we must also be able to supervise the other children in the setting effectively.

Clean linen is available through the day and parents are asked to provide spare clothes for their children.

Soiled clothes and other items are bagged up for parents to take home. All linen and cloths used in the setting is washed at high temperatures using non-biological powder to reduce the risk of cross contamination and allergies.

Other health and safety considerations

- **Supervision of children** – to comply with the EYFS, children are within sight and / or hearing of a staff member at all times.



- **Food and allergies** - I comply with Safer Food Better Business to ensure allergens are handled appropriately; I record allergens and make the information available to parents on request to comply with EU allergy legislation.
- **Manual handling** – I have updated myself to understand the dangers of manual handling and how to lift and bend appropriately.
- **Chemicals** – information is available online about chemicals used in the setting; staff are trained in using chemicals safely and personal protective equipment is supplied as required.
- **Staff training** – if relevant, staff are trained on health and safety procedures during induction; on going training is provided by the owner / manager.

If you have any questions about these Policies & Procedures, or would like to make any comments, please ask me.

Notes for practitioners

Health and safety and coronavirus

Updates to this policy have been made to include the changing situation regarding coronavirus and will be kept under review. To reflect changes to Health and Safety Procedures at this time, the following policies and documents have been updated –

- **Illness and Infection Control Policy**
The policy has been updated to include the signs and symptoms of coronavirus and procedures if a child or family member becomes ill.
- **Arrival and Departure Policy**
The policy has been updated to follow Government latest social distancing guidance.
- **Social distancing advice for parents**
Information has been shared with parents to keep families and staff as safe as possible.
- **Risk Assessment for Coronavirus**
A risk assessment has been completed to consider the hazards posed by coronavirus in the setting and how they can be minimised.
- **Ongoing Medication Permission Form**
Parents have been asked to review and re-sign the medication permission form.
- **Emergency Contact Details** *Parents have been asked to update their emergency contact details.*
- **Medication Policy and Procedures**



The policy has been reviewed to ensure continued compliance with latest statutory guidance.

- **Hand Washing Procedures**

Procedures have been shared with parents and parents have been asked to practice hand washing with their children at home.

Further information can be found in other documentation available in the 'back to work pack' of support available from Childcare.co.uk.

Further policies and procedures

Policies and procedures relevant to this Health and Safety Policy which may need to be updated and kept under review include –

- **Fire Evacuation Procedures and Fire Risk Assessment**

You will find a copy of this on the Parent Information Board, in the Fire Protection File and inside the nursery by fire exit points.

- Toilet and Nappy Changing Procedures
- Accident, Injury and First Aid Procedures
- Lost / Missing Child Procedures

These procedures are required by the EYFS and should be in writing as part of your Safeguarding and Child Protection Policy and Procedures.

Note: updated copies of all policies and Procedures are available on the www.childcare.co.uk/free-childminder-paperwork website. If you need further support, please ask – childcare.co.uk/contact.

Arrival and Departure Policy

To reflect changes to our risk assessment relating to coronavirus and the Government's social distancing rules, the following Arrival and Departure Procedures will be implemented for all children and parents with immediate effect:



Arrival Procedures

- Please knock on the door – the doorbell has been removed to protect you from cross contamination.
- Stand back from the door so we can see you, giving us a safe 6ft distance.
- Maintain 6ft from other parents, waiting in a socially distanced queue when necessary.
- We will open the door and invite your child to come inside – please prepare your child for this change.
- You will be asked – are you and any of your immediate family members feeling healthy? Do you currently show any symptoms of coronavirus? Please answer honestly to keep everyone safe.
- Please explain to your child that they cannot bring toys from home at this time. However, you are welcome to provide a duplicate comforter to be washed and used here; dummies will be kept for sleep times in a labelled lidded pot.
- Your child will be helped to remove their coat and shoes, which will be placed on their named shelf / in their named box to prevent cross contamination (the virus can live on surfaces for up to 72 hours).
- Your child will be asked to wash their hands – with support if necessary. All children will be supervised during hand washing and taught our routine which we will share with you, so you can use it at home.
- Your child's arrival time will be recorded on the daily register.

****Medication administration** – you will find Medication Forms available by the door. If your child needs medication, please fill one in, sign and date it for us **Before** knocking on the door. Please note that we cannot give your child medication without a completed and signed form.

****If your child is ill, keep them at home – please do not ask us to make this decision on the nursery doorstep.**

****Keeping in touch:** if you have any information to share with us, you are welcome to text us or use “WhatsApp” or email. You will need to inform us about, for example,



anything related to your child's learning, development, current interests or progress **and** accidents, injuries or incidents at home.

Departure Procedures

- **Pease knock on the door; if** this causes stress for some children, we might ask you to change this to '**ring as you arrive**'- we will monitor the children's reactions and let you know.
- **Stand back from the door** so we can see you, giving us a safe 6ft distance.
- **Maintain 6ft distance** from other parents, waiting in a socially distanced queue when necessary.
- **Your child will be brought to the door** and helped as necessary with shoes and coat.
- **If your child has done any artwork** which they want to bring home, or if there are is any paperwork to collect, it will be labelled with their name and **left on the table outside – please check every day.**
- **We will open the door and hand your child over to you** - please ensure your child does not run off down the drive unsupervised.
- **We will have a very quick chat** with you if time and circumstances allow – we are not ignoring you if we excuse ourselves and come back inside.
- **Your child's departure time will be recorded on the daily register.**

In an emergency

If you fall ill during the day, you might need to send someone we have not met before to collect your child. If we do not know the person who has arrived to collect your child, we will ask them for a password, agreed with you in advance; if they cannot provide the password, they will not be allowed to collect your child from us – this is a safeguarding requirement.

Contacting us

We will continue to send photos to you by "WhatsApp" but we know that you might feel a bit disconnected if we are not available to chat with you at the start or end of the day.



Our procedures have changed following health and safety advice to keep everyone safe, but we still want to be here for you.

****You can send us a text** if you want us to ring you urgently – or ring in an emergency.

****If you need to speak to us**, we will be available on the phone between 7.30 am and 6.00 pm

Please help us by preparing your child for these changes.

If we get this in place from Day 1, we can focus on your child – not the virus – during drop offs and collections and help them

updated: 27/07/2021



New changers to restrictions

What are the changes to contact tracing from 19 July 2021?

- From 19 July, education and childcare settings (i.e. schools, colleges and nurseries) will no longer carry out routine contact tracing. From this point onwards, close contacts will be identified and contacted by NHS Test and Trace.
- As with positive cases in any other setting, NHS Test and Trace will speak with the individual who has tested positive – or, depending on their age, their parent or legal guardian – to identify close contacts.
- Contacts within schools, colleges and nurseries will only be traced by NHS Test and Trace where the positive case specifically identifies the individual as having close, prolonged contact. NHS contact tracers will provide support on how to identify a close contact. **The setting will not routinely be contacted to provide details of close contacts.**
- Schools, colleges and nurseries may be contacted in exceptional cases to help with identifying close contacts where there is a local outbreak, as currently happens in managing other infectious diseases.
- Symptomatic individuals, and those who record a positive test, will still need to isolate in line with current guidance.



What are the changes to self-isolation from 16 August 2021?

Self-isolation rules for close contacts in all settings are changing on 16 August.

- From 16 August close contacts who are fully vaccinated or those under 18 will not need to self-isolate
- All close contacts will be advised to take a PCR test – you should encourage anyone identified as a close contact to do this
- Individuals identified as close contacts will not need to self-isolate while they are awaiting the results of their test
- If the PCR result is positive, the individual must isolate and NHS Test and Trace will work with them to identify any close contacts

4

Contact Tracing Journey

For children and young people in education and childcare settings

IMPORTANT: If, at any point, a student, pupil or staff member begins displaying symptoms they must follow government guidelines, order a PCR test and self-isolate.

1: Symptomatic or Positive Test

A child is symptomatic or records a positive LFD Test with NHS Test & Trace (T&T)

2: Isolation

The individual isolates immediately and orders a confirmatory PCR test as soon as possible

3: Result notification

The child / family is



contacted by NHS T&T with the test result. If it is positive, the individual **MUST** continue to self- isolate. The child / family should inform their setting

4 :Contact Tracing

NHS T&T contact tracers will then contact those who test positive – or their parent or legal guardian if they are under 18 years – to identify close contacts

5: Local Outbreak

Education and childcare settings may be contacted by their Local Health Protection team if there is an outbreak

Signpost to other advice:

- Support if you're off work while self- isolating: <https://bit.ly/isolatesupport>
- If you're worried about your health, visit <https://www.nhs.uk/> or call 111.
- Remote learning advice:

<https://bit.ly/covidhomelearning>

- Printable [action list](#) for schools/college

6: Advice to Contacts

NHS T&T will get in touch with close contacts and advise them to self- isolate in line with current guidance. From 16 Aug guidance on self-isolation will change

7: Contact Details

Where known, the contact details of the identified close contacts will be passed to the contact tracers

8:Questions

NHS T&T will ask a series of questions to help the individual identify any close contacts

Key Questions



Why are Test and Trace taking over contact tracing from education and childcare settings?

Education and childcare settings have done a brilliant job in identifying contacts over the course of the pandemic, but this is resource intensive. NHS Test & Trace already manage the contact tracing process for the rest of society and has developed expertise in supporting people to identify close contacts.

How will a child or young person know what is meant by ‘close contact’?

NHS Test & Trace will contact those who test positive – or their parent or legal guardian – to identify close contacts. They will ask a series of specific questions to help the individual understand what is meant by a close contact, making it easier for them to be identified. Contacts in an educational setting would only be traced if the positive case specifically identified an individual as having close, prolonged contact. The education or childcare setting would not be contacted to provide details of close contacts.

What does a close contact have to do?

Until 16 August, in line with current guidance, anyone identified by NHS Test and Trace must self-isolate for 10 days from the date of last contact with the positive case, and not attend their education or childcare setting. They should also take a PCR test. They must continue to self-isolate for the full period even if the test is negative. From 16 August, in line with fully vaccinated adults, under-18s identified as close contacts will not need to isolate and instead will be advised to take a PCR test. Further guidance will be provided shortly.

How will a setting know if a student, pupil or member of staff has tested positive?

Pupils, students and staff members who record a positive LFD or PCR test should let their setting know. Individuals who return a positive LFD result will need to self-isolate immediately and order a confirmatory PCR test. If the PCR test is taken within 2 days and is negative, the individual no longer needs to self-isolate. If the PCR result is positive, the individual must self-isolate and contact tracing will be conducted by NHS Test & Trace.



Early years step 4 Q&A

Contact tracing

From Monday 19 July early years settings will no longer carry out routine contact tracing. From this point onwards, close contacts will be identified and contacted by NHS Test and Trace.

Social distancing / self-isolation / testing

Can settings stop minimising contact between groups?

Yes, at Step 4 it will no longer be necessary to keep groups of children apart as much as possible.

Can settings retain small, consistent groups and other control measures if they want to?

Yes, though any decision to continue keeping groups apart should take account of the detrimental impact this can have on the delivery of education and childcare.

From Step 4, a more proportionate set of control measures will apply in early years settings. The control measures are set out in [Actions for early years and childcare providers during the COVID-19 pandemic](#).

You should make sure your outbreak management plans cover the possibility that in some local areas it may become necessary to reintroduce keeping groups apart for a temporary period.

Can a child attend more than one setting?

Yes, from Step 4 the number of settings a child attends does not need to be minimised.

Will early years staff need to continue testing?

Yes - asymptomatic testing remains important in reducing the risk of transmission of infection within settings. That is why, whilst some measures are relaxed, others will remain and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.



Over the summer, staff should continue to test regularly if they are attending settings that remain open. Regular testing will then pause in settings over the summer if they are closed. However, testing will still be widely available over

the summer and kits can be collected either from your local pharmacy or ordered online.

Early years staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.

I'm self-isolating as a close contact of someone who has COVID-19. Can I stop self-isolating on 19 July?

No. Current self-isolation policy remains in effect until 16th August. Therefore, if identified as a close contact of a person with covid-19, you are required to self-isolate for 10 days from the last contact you had with the person who tested positive and should take a PCR test.

What will count as an outbreak at a setting, and what will providers be advised to do in instances of an outbreak?

You should have outbreak management plans outlining how you would operate if there were an outbreak in your setting or local area. Given the detrimental impact that restrictions on education can have on children, any measures in settings should only ever be considered as a last resort, kept to the minimum number of settings or groups possible, and for the shortest amount of time possible.

Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.

If you have several confirmed cases within 14 days, you may have an outbreak.

You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required, such as implementing elements of your outbreak management plan. You can reach them by calling the DfE helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.

The [contingency framework](#) describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in



individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.

Will the government decide to reimpose measures at a later date?

The government has made it a national priority that education and childcare settings should continue to operate as normally as possible during the COVID-19 pandemic.

Measures affecting education and childcare may be necessary in some circumstances, for example:

- to help manage a COVID-19 outbreak within a setting
 - if there is extremely high prevalence of COVID-19 in the community
- and other measures have failed to reduce transmission
- as part of a package of measures responding to a Variant of Concern (VoC)

All education and childcare settings should have outbreak management plans (sometimes called contingency plans) outlining how they would operate if any of the measures described in this document were recommended for their setting or area. This includes how they would ensure every child, pupil or student receives the quantity and quality of education and care to which they are normally entitled.

Further information can be found in [Contingency framework: education and childcare settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/contingency-framework-education-and-childcare-settings)

Will parents be allowed to go into nurseries at drop off and pick up?

There won't be any national restrictions that say parents and carers can't enter early years settings at drop off and pick up – although we know many settings prefer parents and carers to pick children up without coming inside regardless of covid.

What are the rules on visits to settings?

Visits to the setting can take place as normal.

Can early years providers take children on educational visits?

Yes. Early Years settings can take groups of children on visits to indoor and outdoor places.



Settings must continue as is routine to complete a full and thorough risk assessment for educational visits and other trips taken outside of the setting. As part of this risk assessment, settings should take note of the [latest guidance](#), including what restrictions are in force on the day of the visit and COVID-19 control measures on transport and at the destination.

Will pregnant staff still be allowed to work from home from 28 weeks?

Pregnant women are considered clinically vulnerable therefore should follow the [guidance for pregnant employees](#). In some cases pregnant women may also have other health conditions that mean they are considered clinically extremely vulnerable, where the [guidance on shielding and protecting clinically extremely vulnerable persons](#) will apply.

Pregnant staff and their employers should follow the advice in the [Coronavirus \(COVID-19\): advice for pregnant employees](#). Further advice for pregnant staff is available at [guidance and advice on coronavirus \(COVID-19\) and pregnancy from the Royal College of Gynaecologists](#)

Face Coverings

Will face coverings need to continue to be worn in communal areas?

From Step 4, face coverings will no longer be recommended for staff and visitors in corridors and communal areas.

Can we still wear face coverings if we want to?

Adults are free to wear a face covering in communal areas where social distancing is difficult to maintain if they wish to.

Settings should make sure their outbreak management plans cover the possibility that it is advised that face coverings should temporarily be worn more widely in settings in their area.

Data Collections

Will you still be collecting data on early years and childcare provision?

The Department for Education has been collecting LA-level data on early years childcare provision since April 2020 on a weekly, and more recently



fortnightly, basis. This data has been crucial to the Department during the Covid-19 pandemic to ensure it holds timely data on the use of childcare, and we are incredibly grateful to LAs and providers for taking the time to send it to us during this time. Having reviewed the need for this collection for internal decision-making in the context of other data sources around the early years, as well as acting on feedback from the sector, we are considering ending this data collection at the end of the summer term. This means that unless there are significant changes to guidance around attendance at early years settings in relation to Covid-19, we are considering not resuming the collection in the autumn term. This will reduce some of the time and resource pressures on

LAs and providers. If you have any feedback on this proposal, then please

contact earlyyears.entitlements@education.gov.uk with your views.

Will settings still be expected to report cases to Ofsted?

Yes. Settings must notify Ofsted, or the childminder agency with which they are registered, of any confirmed cases in the setting (either child or staff member).

Settings should also tell Ofsted if you have to close the setting as a result. Cases must be reported as soon as possible, and in any case within 14 days.

Other

Will settings need to continue to undertake risk assessments?

Settings must comply with health and safety law and put in place proportionate control measures. Settings must regularly review and update



risk assessments - treating them as 'living documents' - as the circumstances in your setting and the public health advice changes. This includes having active arrangements in place to monitor that the controls are effective and working as planned.

What are the restrictions on messy play?

There are no longer any restrictions on the use of malleable materials (often referred to as messy play) but settings should put in place and maintain an appropriate cleaning schedule.

What are the restrictions for parent and child groups?

From Step 4, parent and child groups can operate as normal / without restrictions on attendance.

You should follow the control measures in [Actions for early years and childcare providers during the COVID-19 pandemic](#) which will help towards mitigating the risks of COVID-19 for all children and adults.

What are the restrictions on singing in parent and child groups?

When we move to Step 4, there will be no limits on the number of people who can sing indoors or outdoors. Some activities, however, can increase the risk of catching or passing on COVID-19. This happens where people are doing activities which generate more droplets as they breathe heavily, such as singing, dancing, exercising or raising their voices. The risk is greatest where these factors overlap, for example in crowded indoor spaces where people are raising their voices. In situations where there is a higher risk of catching or passing on COVID-19, you should be particularly careful to follow the

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guidance on [keeping yourself and others safe](#).

Why has the guidance been shortened so much?

From Step 4, most COVID-19 restrictions in wider society and in education and childcare settings are being eased. We have therefore retained and updated only the COVID-19 specific guidance that continues to apply to early years settings.

We will continue to update the guidance in line with public health advice.

My child has one of the covid-19 symptoms but the test is negative? When can they return to the setting?



You do not usually need to self-isolate if you get a negative PCR test result. The attached guidance provides information on when you do need to keep self-isolating despite a negative PCR test result: [Negative test result for coronavirus \(COVID-19\) - NHS \(www.nhs.uk\)](https://www.nhs.uk)

Rapid lateral flow tests are only for people who do not have symptoms. Early years children are not included in the rapid testing programme. PHE has advised there are limited public health benefits attached to testing early years children with rapid lateral flow tests.

If anyone (children or staff) in your setting develops symptoms of COVID-19, however mild, you should send them home to self-isolate and book a PCR test. They should follow public health advice.

If the child or staff member tested positive for COVID-19, they can return to their normal routine and stop self-isolating if they meet the following conditions:

- they have finished their isolation period and their **symptoms** have gone
- they continue to have only a residual cough or anosmia (loss of taste

and smell). This is because a cough or anosmia can last for several weeks once the infection has gone

The child or staff member should not return if they still have a high temperature after 10 days or are otherwise unwell, they are advised to stay at home and seek medical advice.

In most cases, parents and carers will agree that a child with symptoms should not attend the setting, given the potential risk to others. If a parent or carer insists on a child attending your setting, you can take the decision to refuse the child if, in your reasonable judgement, it is necessary to protect other children and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.

What about younger staff who have only had one or no vaccinations?

From 16 August 2021, those who are fully vaccinated or under 18 will no longer need to self isolate. 18 year olds will be treated in the same way as children until 4 months after their 18th birthday to allow them the opportunity to get fully vaccinated. At that point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.

Can I furlough staff who are sick or self-isolating?



Short term illness or self-isolation should not be a consideration in deciding whether to furlough an employee. If, however, employers want to furlough employees for business reasons and they are currently off sick, they are eligible to do so, as with other employees. In these cases, the employee should no longer receive sick pay and would be classified as a furloughed employee. HM Revenue and Customs has published guidance for you to [check which employees you can put on furlough to use the Coronavirus Job Retention Scheme](#).