



# Disclaimer

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# Admissions Policy



*Safeguarding and Welfare Requirements / 3.68, 3.72*

**The criteria considered when deciding whether a child can be offered a place at Mother Goose Nursery are as follows:**

- Availability of spaces (taking into account staffing, safeguarding and welfare requirements, the age of the child and the registration requirements).
- A child wanting a full-time place will usually have priority over one requiring a part-time place.



- Children who are siblings of those already with us will usually have priority.
- The date the application is received. If a place is not immediately available, parents/carers will be offered a place on the waiting list and be given an approximate date for joining.
- The setting's ability to provide the facilities for the welfare of the child.
- Eligible children wishing to take up the free entitlement only (two-, three- and four-year-olds), will be offered a place for 38 weeks as per the Funding Free Early Education (FFEE) 38-week term-time dates, as available during the set hours, given the above criteria. The equivalent of one full-time place will be filled before releasing further sessions. Parents/carers will be informed of the hours available when they apply to the setting.

**The conditions once a place has been offered at Mother Goose Nursery are as follows:**

- Parents/carers who do not take up a place at the agreed time may have their place withdrawn.
- Mother Goose Nursery reserves the right to withdraw a child's place in the event of inappropriate parental/carer behaviour or child's extremely violent/aggressive behaviour with immediate effect.
- All parents/carers must adhere to all Mother Goose Nursery terms and conditions and all the setting's policies and procedures.
- On admission, for our records, we will take a copy of the child's birth certificate or other evidence that proves their date of birth.

**If a parent/carer wishes to appeal an admissions decision, they can write to:**

**Manager:** Lyanne Hardy

**Address:** Mother Goose Nursery

16-18 Bellevue Road, Ramsgate, Kent, CT11 8LB **Ofsted URN:** 127392 **Telephone:** 01843 851264

We never discriminate against any child on the grounds of Age, Disability, gender Reassignment, Race, Religion or Belief, Sex, Sexual Orientation,



## Admissions Policy





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# Allergies and Food Intolerances Policy





Children with allergies and food intolerances must be closely always supervised. All staff, especially new staff and cover staff must be made aware of any allergies and of appropriate action to take. Food allergies and intolerances are updated monthly and signed by the manager. It is the manager's duty to ensure that all educators in the room are aware of any changes to children's requirements and that all staff/students have signed to say they are aware of this.

Meetings will be held with parents/carers prior to the child starting at Mother Goose Nursery to obtain detailed information of individual dietary needs, daily routines, signs and symptoms and any required medical treatment. Unless this information is obtained the child's attendance at the setting will be delayed. We have a written individual health care plan in place for any child with severe symptoms and this is reviewed and updated regularly.

There must be a list of children and their allergies/intolerances displayed in each room and a comprehensive list on display in the kitchen for the cook. This information must be clearly displayed, and a signed parental agreement is required.

In cases where a reaction may be very severe, there should be a designated, qualified educator who can attend to that child's dietary needs using colour-coded utensils and crockery. All educators must be made aware of this as well as the reasons why. A record of all that the child consumes must be added to the family app and relayed back to the parent/carer on collection.

All cases should be discussed with the child's parents/carers to ensure that everybody is working together in a way that benefits the child.

The manager must seek regular updates from the parent/carer to ascertain that everybody is continuing to follow correct procedures.

All educators must be made aware of the emergency procedure for each child as well as symptoms and administration of any medication.



## Allergies and Food Intolerances Policy

*Safeguarding and Welfare Requirements / 3.44, 3.47, 3.48, 3.49, 3.67, 3.68, 3.73*

Review Date	Name	Position	Signature
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# Arrivals and Departures Procedure



*Safeguarding and Welfare Requirements / 3.4, 3.72, 3.76*

It is the manager's responsibility to ensure that the records kept on the children are accurate and that any arrivals and departures are recorded promptly. The register will be always kept in an accessible place on the premises.



## Arrivals

Staff should register the time of arrival of every child using the family app. They should operate a 'running tally' to ensure they are always aware of the number of children in their care at any one time. This is to include children on a visit from another room or new settlers.

Irrespective of the number of children in the setting, there will always be at least two staff on duty. At least one of these must be qualified to a minimum of level 3 in a senior role and have a full paediatric first aid qualification.

## Outdoor Play

When going outside to play, staff must physically count the children in their care and add this information to the headcount form (for outside play). The number of children is to be physically checked by another member of staff who also completes the form. The register is to be taken outside in case any children are collected or dropped off whilst the group are in the garden and the figures are to be updated immediately. Staff also count, check and sign to ensure they have the correct number of children when returning into the building.

## Departures

If the child is to be collected by someone other than the parent/carer, staff must be told, and it should be recorded at the start of the session. The adult concerned must be named on the registration form, known to the staff and must be 16 years of age or older.

If an adult who isn't on the registration form arrives at the setting to pick up a child, the setting must ring the parent/carer immediately. A password system is used to identify a person not known by staff. Only with prior arrangement and clear details from the parent/carer will a child be released to an unknown person, such as a family member or friend. In such cases, staff must ask to see two pieces of identification, including one with a photograph. Also, parents can use the family app to send a picture of the adult collecting the child.

The parent/carer must telephone the setting straight away if they are likely to be late collecting their child. There will be a charge for late collection of £1.00 per minute.



# Arrivals and Departures Procedure

*Safeguarding and Welfare Requirements / 3.4, 3.72, 3.76*

Staff must record the time that the children depart from the setting and update their tally accordingly.

All children should be signed out of family at the end of the day.

The last two staff on duty must check family to ensure that every child and staff member has been signed out. They must also check every area to ascertain that no child has been left behind and the building is securely locked.

**Staff and visitors MUST also sign in and out of the setting – including dates and times.**

### **Absences**

There will still be a daily charge for any absences as described in the contract. Mother Goose Nursery will not charge for any days that are out of the parents'/carers' control e.g., early closure of the setting. It is at the Mother Goose Nursery discretion to waive these fees due to long-term sickness. If a child is absent without explanation for more than three days, it is the manager's duty to telephone to find out the reason for the absence.

Regular absence from the setting may indicate that the family is having some sort of difficulty. The manager will try to find out the cause and will offer support where necessary by linking the family with appropriate statutory agencies. Mother Goose Nursery staff will always try to find out the reason for any prolonged, unexplained absences.

*Safeguarding and Welfare Requirements / 3.4, 3.72, 3.76*

Review Date	Name	Position	Signature


# Arrivals and Departures Procedure

*Safeguarding and Welfare Requirements / 3.4, 3.72, 3.76*

Review Date	Name	Position	Signature


# Biting policy

## Principle

Biting is a common behaviour, that some young children experience and it occurs more often amongst children under the age of five and in group situations such as school, nursery, playgroup or other social situations. The need or motivation for one child to bite another is part of some children's development journey, where they do not yet have the words to sufficiently communicate common emotions such as anger, frustration or need.

We understand biting is a difficult situation for parents, whether it is your child that has been bitten or your child that has been responsible for biting others.

Children bite for many reasons and we aim to handle any biting incident with respect and sensitivity for all involved. It is the nursery's policy to deal with each biting incident on a case-by-case basis, making sure that parents/carers involved are kept up to date with what is happening, but at the same time respecting the confidentiality of the children involved. This ultimately means that we are not able to divulge the identify of any child involved in a biting incident.

This policy has been created to help prepare staff and parents/carers for the possibility of experiencing a biting incident and to help put into perspective and give some proportion to what can be an upsetting experience for all concerned.

## Why does biting happen?

Whilst biting is more common at nursery or in other group situations than at home, a biting incident is not a negative reflection on the biter, the staff or the nursery. We have very clear behavioral expectations at the nursery and children are expected and encouraged to share and wait their turn, be respectful and play happily together.

However, some children do not have the coping mechanisms, nor the self-regulation skills, which adults and older children have that help us to diffuse and express our emotions in socially acceptable ways. Some children may resort to hair pulling, hitting and biting which is upsetting for us, but at the same time, developmentally normal. The most common reasons for biting are:

**Teething and painful gum** – swelling gums can be painful and cause discomfort; this can be relieved by biting or chewing.

**Physical exploration** – children sometimes explore the world around them using their senses. Some children may not always know the difference between gnawing on a toy and biting someone.

**Seeking attention** – when children are in situations where they feel they are not receiving enough attention, biting is a quick way of becoming the center of attention.

**Expressions of frustration** – children can be frustrated by a number of things, such as wanting to be independent and doing things for themselves. Unfortunately, they do not have the vocabulary to express themselves clearly and this can sometimes lead to biting as a way of dealing with

frustration

**Lack of communication skills** – children can find it hard to communicate their wishes, when they have a lack of communication skills, so they may look at other ways to communicate. This is seen more in children with special educational needs.

It is the staff's duty to model acceptable behaviour to the children and teach them that there are ways to express their feelings in an appropriate way, such as using speech, signs or gestures. For children which attend the setting, who are just beginning to become more independent, we must encourage them to be confident and make choices for themselves, but while doing so they must be guided in how to assert their choices and feeling appropriately, without the use of abuse or violence, both physical and verbal (the threat of injury).

### **What is our procedure following a biting incident?**

First and foremost, nursery management/SENDSCO will work with each parent/carer, the children and the staff team to discover why a child is biting and to comfort and reassure the child who has been bitten. This may have been an isolated incident, but we will always record the incident to examine what happened just before the incident or if there were any behavioural trends.

Once we have identified the possible trigger for the biting incident, we will then make changes to reduce or remove the cause. For example, we may by duplicates of favourite toys to prevent disputes; or in exceptional circumstances and for a brief period a member of staff may be appointed to provide a few one to one activities for the biter, to help with their behavioural needs and to encourage them to find different ways to express themselves.

We will encourage a biting child to take part in activities which help release frustration, such as outdoor play or other physical activities.

In brief, our procedure in the event of a biting incident is as follows:

- The child who has been bitten will be comforted and reassured and where needed, first aid will be administered.
- We will talk to the child who has bitten, age appropriately, and try to help the child understand that there are other ways to express themselves and deal with the situation. We will go through the golden rules and read the teeth are not for biting book.
- We aim to ensure that the biting child understands that such action (the behaviour and not the child) is unkind and makes staff and the child who has been bitten upset.
- Incident and accident forms will be filled out for both children. The parent/carer for both children will be contacted over the phone to inform them of the situation as well. If the child has physically hurt the other children by biting, parent/carer of their child who has been will be asked to come and collect their child from nursery.
- If this is re-occurring behaviour, an ABC behavioural chart will be filled out, so we are able to monitor and determine if there is a pattern of consistent biting. When biting has become a pattern of behaviour, we will shadow and observe the individual child, looking for 'triggers'.
- In certain cases, we may seek professional advice from local behavioural experts or regional special needs coordinators. This will always be initiated in partnership with the [permission of parents and carers.

### **Summary**

The key to addressing any challenging behaviour is a partnership approach. We encourage parents and carers to work with the nursery team and to support any behaviour management techniques and use them at home as well as at nursery.



Please remember that

staff cannot give you any information about any other children in the nursery and cannot disclose who has bitten your child or who your child has bitten. Young children do not bite maliciously, they bite because they don't know how else to act or react.

We would like to emphasize that although biting and overly aggressive behaviour is quite common and normal amongst small children, we work very hard not only in dealing with bites when they happen, but also at finding methods of prevention: keeping children active, working in smaller groups, observing and shadowing a child and perhaps offering soothing activities designed to lessen aggressive and boisterous behaviour.

If a child's re-occurring behaviour, such as biting, is having a negative impact on their experience at nursery, we will work closely with all involved to attempt to resolve these issues. We are trained and resourced in areas of behaviour management and special educational needs, and we can also draw upon external expertise to inform our options.

Overall, it is important that all parties involved work closely together. Each case will be different, as will the resolution. Please feel free to arrange time to talk with your child's key person or management should you have any questions.







# Child Protection and Safeguarding



### **Our Commitment to Safeguarding Children**

Mother Goose Nursery always considers the health, development, safety, security, welfare and well-being of the children to be paramount. We recognise the fundamental importance of the bond between the child and their parent/carer and aim to provide support and assistance in strengthening this in any way we can. With this in mind, we view it as our responsibility to identify and act on any concerns for children or their parents/carers across the entire safeguarding spectrum of need, from early low-level support to targeted interventions, through to child protection.

Our primary responsibility will always be to the child, as laid down in the *What to do if you are worried a child is being abused and working together to safeguard children* guidance, which all of our staff have a summary of. We work to the Early Years Foundation Stage, Safeguarding and Welfare Requirements and other relevant legislation, as well as advice and guidance from **Kent County Council**.

This safeguarding policy and accompanying child protection procedures set out in detail our approach to safeguarding children and/or their parents/carers. This policy was prepared by Natasha Agnew in May 2017. We will review this policy every year (or as required) as a reflection of our commitment to safeguarding children and their families. This will be in addition to ongoing reflection/review and updates to our practice.

In addition to exceeding our legal duty in safeguarding and child protection, we have included a copy of the Birmingham Review, the Plymouth Review, NSPCC guidance on child protection legislation in the UK and an effective child protection and safeguarding checklist.

**In line with Inspecting Safeguarding in Early Years, education, and skills settings, we are fully aware of the following and this is included within Mother Goose Nursery other policies:**

- children's and learners' health and safety and well-being, including their mental health – **Key Person policy, Supporting Children with their Behaviour policy.**
- meeting the needs of children who have special educational needs and/or disabilities **Inclusion and Disability policy.**
- the use of reasonable force **Child Protection and Safeguarding policy**
- meeting the needs of children and learners with medical conditions
- providing first aid **First Aid, Medication and Sickness policy**
- educational visits **Visits and Outings policy**

# Child Protection and Safeguarding



Safeguarding and

*Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8*

- intimate care and emotional well-being **Key Person policy**
- online safety and associated issues **Information, Communication and Technology policy, Social Networking policy, Child Protection and Safeguarding Children policy**
- appropriate arrangements to ensure children's and learners' security, considering the local context. **Child Protection and Safeguarding Children policy and Education policy**

## Designated Safeguarding Officer

The setting has a designated safeguarding officer, who is a member of the staff team. This officer has the suitable training and expertise, which is updated at regular intervals.

The designated safeguarding officer for Mother Goose Nursery is: **Lyanne hardy**.

In his/her absence, the deputy designated officer is: **Jacqui Snell**

## The key responsibilities of the designated safeguarding officer are:

- to be a key point for liaison between the setting and other professional services including the Safeguarding Children Team of Children's Services and Ofsted.
- to develop a strategy for staff training, professional development, and support.

## Working in Partnership with Parents/Carers

Mother Goose Nursery staff, aims to work in close partnership with parents/carers. We keep parents/carers informed of our safeguarding duties and discuss the policy with them at the time a child begins their settling-in period. We encourage parents/carers to feel that they can openly discuss any concerns they may have regarding either their own child and wider family and/or another child or parent/carer. We are equally open to any feedback on our staff conduct.

When we have concerns of a safeguarding nature, for either a child or their parent/ carer, our aim will always be to provide ongoing support and advice (whether a referral is made to the Safeguarding Children Team of Children's Services or other services). In most cases, parents/carers will be contacted before we make a referral to any service. However, if there is an immediate concern about the child's welfare or safety, including where the parent/carer appears mentally or physically unwell or incapacitated in any way, then we may need to contact the Safeguarding Children Team of Children's Services without the parent's/carer's knowledge, to agree how to proceed.

# Child Protection and Safeguarding



Safeguarding and

*Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8*

Concerns of a safeguarding nature will not be made public within the setting; they will however need to be shared with other professional services.

## Key Responsibilities in Safeguarding Children and their Families

For advice on safeguarding issues, please call area office number **Thanet 03301651140**

If a child may be a risk of imminent harm, call integrated front door On 03000411111 or call the police.

The setting team receives regular training in child protection and safeguarding children, and they are familiar with their legal responsibilities, including the procedures to be followed should an allegation be made against either a member of the team, or of inappropriate behaviour from other adults. Staff update their safeguarding training every year and all new members of the team (including students, agency, and support educator/volunteers) are informed of their responsibilities during the induction process. Child protection and safeguarding issues are also discussed within team meetings and one-on-one supervisions.

The designated officer receives specific annual training in relation to their role and responsibilities within the setting.

### **Mother Goose Nursery key responsibilities are as follows:**

- Be alert to possible signs of abuse, neglect or concern for a child, parent/carer, or a member of the setting team's welfare.
- Be aware of the child protection procedure and how to follow it when concerns arise.
- Report any concerns of a child protection nature to the designated safeguarding officer.
- Keep clear and accurate records on child protection, safeguarding or welfare concerns (these confidential records should include clearly signed and dated entries and be stored securely).
- Discuss safeguarding and child protection within all meetings; this includes one-on-one supervision.
- Make **ALL** staff aware of their responsibilities under the Safeguarding Vulnerable Groups Act 2006.
- Have regard for *Working Together to Safeguard Children* guidance.
- Provide ongoing support and advice to parents/carers, including help in developing capacity to meet their child's needs or assistance in accessing a range of services in the area.

# Child Protection and Safeguarding



Safeguarding and

Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8

- Discuss safeguarding and child protection within meetings.
- Provide appropriate activities for children and their parents/carers about staying safe.
- Establish and maintain professional relationships with children and their families.
- Adopt consistent safe work practices across the setting that reflect a proactive attitude towards promoting high standards in childcare and preventing allegations against staff and complaints arising.
- Record all existing injuries and/or concerns that a child has come into the setting with.
- Contact the local authority with any concerns, in accordance with reporting procedures.
- If we are concerned that a child is in immediate danger, we reserve the right not to inform the child's parents/carers especially if sexual abuse is suspected.
- Every member of staff receives a copy of these Safeguarding and Child Protection policy and procedures. The registered person makes sure that staff understand all policies and procedures via induction, staff meetings and one-on-one supervisions.

## Safe Caring

All staff, students and volunteers are carefully recruited, have verified references, and have a full Enhanced DBS check or a Disclosure and Barring Service check. As a part of the induction process, principles of safe caring are also addressed, which include the expectation that all staff work to Mother Goose Nursery Code of Professional Practice.

**Key principles of the code to ensure the safety and security of all the children in our care include:**

- being responsive, warm, and nurturing towards children, including being open to children's displays of affection.
- following the setting's agreed procedure for personal care routines; (illness or disability with eating or drinking, or in connection with toileting, washing, bathing, and dressing)
- being approachable, warm and friendly, without losing objectivity, blurring or breaching professional boundaries, e.g., educators and the wider setting team being friendly, but not friends with parents/carers.
- All staff receive training in FGM and Prevent:  
***female-genital-mutilation-recognising-preventing-fgm-free-online-training on kscb.***
- refraining from entering personal, social, romantic or sexual relationships with parents/carers or their children.

# Child Protection and Safeguarding



Safeguarding and

*Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8*

- striving to avoid the giving of 'special attention' or having 'favourite' children or parents/carers.
- ensuring that any professional discussion about a child or their parent/carer is not conducted in their presence, unless in open discussion, where they have equal opportunity to express themselves, e.g., not talking or gossiping over children's or parent's/carer's heads.

## Steps Taken when a Child Protection Concern Arises

Mother Goose Nursery team recognises that a concern for a child's and/or parent's/carer's protection, welfare, safety and/or well-being can arise at any time during the day and can come to an educator's notice through:

- a child's behaviour, including signs of discomfort or distress.
- physical signs of harm or neglect
- what a child or parent/carer might say
- information received from another party.

Having identified the concern for the child, it will be necessary to assess the level of seriousness and consider the most appropriate course of action. Such decisions should be made in consultation with the designated safeguarding officer and where the matter relates to an allegation against a member of staff, student or volunteer, the setting manager (see section below – Allegations Made Against staff, Student or Volunteer). The Safeguarding Children Team of Children's Services is available to provide advice and assistance as to whether:

- the concerns meet the threshold for referral to their service; or
- whether a referral should be made to other services as a response to a child or parent/carer 'in need', including completion of an early help assessment (EHA) with the parent/carer; or
- the setting should provide a package of support including early help assessment.

Details of the concerns for the child and/or their siblings and parents/carer will be noted as soon as possible after the observation or disclosure is made. Written records will be signed (with printed name in brackets), dated and stored securely, separately from the child's observation records.

# Child Protection and Safeguarding



Safeguarding and

Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8

## Existing injury

If a child arrives at the setting with a noticeable injury the educator must sensitively ask the parent how the injury has happened.

The educator must complete an existing injury form (incident form which can be found on the family app and needs to be acknowledged by the parent, educator and manager. This must be completed before the parent leaves the building.

If the existing injury is noticed at any time during the day, the educator or manager must telephone and/or email the parent, stating that the injury has been observed on their child and ask sensitively how it happened. Once the parent has told you, the educator should explain to the parent's /career that this is to be added to the incident form on the family app for them to acknowledge this. This must be completed in 2 working days. If the parent has not acknowledged this within this time a paper copy can be written for the parent to sign. If age appropriate the child may have said how the injury happened. Make sure not to ask the child any leading questions.

We work in full partnership with the Safeguarding Children Team of Children's Services, in relation to children who are the subject of a child in need plan or child protection plan or who are looked after. These children have a robust written plan in order that we can support them effectively within the setting.

## Allegations Made Against Staff, Student or Volunteer

The setting will always consider an allegation made against staff, student, or volunteer as a child protection matter in the first instance. In all cases the setting manager and Registered Person must be informed of the allegation at the earliest opportunity, as they hold both a duty of care towards all children and parents/ carers and a legal obligation to act as a 'reasonable employer' towards the member of staff. A referral will be made to the Safeguarding Children Team of Children's Services and Local Authority Designated Officer (LADO) whom can be contacted on 03000 411111 and the setting manager will co-operate fully in the investigation process, as appropriate.

Mother Goose Nursery disciplinary procedure will **only** be initiated in agreement with the Safeguarding Children Team of Children's Services and the LADO. Ofsted will be informed of all allegations made against staff (including agency educators), students or volunteers by the setting manager and Registered Person. Allegations made against staff, students or volunteers will not be made public knowledge within the setting. It is recognised, however, that those who need to know that a suspension has been made, if appropriate, will not need to know the nature of the suspension. This should be kept confidential.



# Child Protection and Safeguarding



Safeguarding and

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The Independent Safeguarding Board, any appropriate professional body and the vetting and barring board will be informed, should any staff, student or volunteer be dismissed on the grounds of childcare-related misconduct.

Under no circumstances will the setting allow staff, students, or volunteers to be 'let go' or resign where an allegation of childcare-related misconduct has been made.

Staff working at Mother Goose Nursery will maintain an attitude of it could happen here where safeguarding is concerned.

We fully adhere to the EYFS 2021, and educators are informed of the signs to be aware of if they are concerned about any adult's (staff, parent, volunteer and student) behaviour.

The EYFS 2021 states: *'Inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images'* Cross reference Plymouth and Birmingham review, where staff behaviour was of concern.

## Prevent duty

Local authority Prevent Duty Coordinator: **Detective Sergeant Toni Roullier, Kent Police.**  
Email: [toni.roullier@kent.pnn.police.uk](mailto:toni.roullier@kent.pnn.police.uk).

Or contact: **Nick Wilkinson, Youth Offending Lead Manager, Kent County Council.** Email: [nick.wilkinson@kent.gov.uk](mailto:nick.wilkinson@kent.gov.uk).

**Jill Allen Prevent Officer 03000413565**

Mother Goose Nursery takes the Prevent Duty Guidance extremely seriously.

The Prevent duty comes under our safeguarding and child protection policy and procedure.

## These link the main principles of British values:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs

## We promote British values as an integral part of our EYFS curriculum. For example:

- Children learn about the principles of democracy because they are involved in decision making and have choices about where they play and what they play with.

# Child Protection and Safeguarding



Safeguarding and

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- The rule of law features throughout our approach to supporting children's behaviour, within the resources we have, to identify people who help us such as police officers.
- we focus on building children's self-confidence and encourage their thinking skills to endorse the principles behind the value of individual liberty.
- We are committed to ensuring equality of opportunity and all cultures and beliefs are valued and promoted through a range of activities such as learning about different cultural festivals and proactively challenging negative attitudes and stereotypes.

These principles form an integral part of Mother Goose Nursery and can be seen in practice linking to the seven areas of the Early Learning Goals and three characteristics of effective teaching and learning.

As with other behaviours, staff are alert to those that would be a cause for concern and have an impact on children's well-being and safety.

## These are:

- Staff know the procedures to take if they are concerned about a child's behaviour and can swiftly identify children who may be at risk of radicalization.
- Staff would record information to share if need be, with the police, Prevent co-ordinators, channel police practitioners and their Local Safeguarding Children Board. They would also work in close partnership with these professionals and organisations, to endeavour to safeguard children.
- In line with equality of opportunity, challenge and discuss with children's negative stereotypes and attitudes – this is closely linked to children's personal, social and emotional development.

All members of staff have and will include this useful online course, cross reference CPD files for further information.

<https://www.bing.com/ck/a?!&&p=82221eb4acf58882e12cca37d3415f6947180dd5e204606eb15666276a7d4b6fJmltdHM9MTY1NTgxODMxMiZpZ3VpZD0xODI0YzFjYy0xYTBhLTQ1Njk tOTBmOC1kY2I0OTgzZWVmNGUmaW5zaWQ9NTE3Mw&ptn=3&fclid=826c73e8-f166-11ec-9bd2-043283d5a558&u=a1aHR0cHM6Ly9rc2NiLm1lbGVhcm5pbm cudW5pdmVyc2I0eS9jb3Vyc2V fY2VudHJl&ntb=1>

# Child Protection and Safeguarding



Safeguarding and

*Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8*

## **Child Protection Procedure**

Child abuse can manifest itself in a variety of different ways – some obvious, some not so obvious. All of Mother Goose Nursery staff should be vigilant to possible clues to harm, including:

- significant changes in children’s behaviour.
- deterioration in their general well-being.
- unexplained bruising, marks or repeated ‘accidents’ whilst in the parent’s/carer’s care.
- injuries to children, reported by parents/carers, that appear to be inconsistent with the explanation given.
- neglect, including untreated injuries, failure to provide appropriate medical care, suggestion of numerous ‘carers’ for the child etc.
- comments a child might make, including disclosure of harm.
- observed change in the parent’s/carer’s coping capacity, including concern for their physical, mental and emotional health and well-being (influence of drugs/ alcohol and/or signals of domestic violence).
- any signs of harm caused to children by work colleagues or other professionals in positions of trust.

The setting will respond to concerns of a child protection nature with sensitivity and professional responsibility, in line with their legal obligations. We encourage staff to trust their professional instincts if they believe either a child or parent/carer is being harmed or is at risk of harm.

### **Children have the right to:**

- \*Feel safe, be listened to, and have their wishes and feelings considered
- \* Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- \*Receive help from a trusted adult.
- \* Learn how to keep themselves safe, including online

# Child Protection and Safeguarding



Safeguarding and

Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8

## All staff should apply the following principles to practice:

- Be receptive and observant to both children and parents/carers within the setting. Where observations are made of a concerning nature, these should be recorded as soon as possible. The record should include exactly what was seen or heard, who was involved, any intervention made by staff and relevant observation made by colleagues. Care should be taken to distinguish between fact and opinion. It is appropriate to make professional comment, based on experience, but this **must be** identified as a professional view.
- Where either a child or parent/carer is in conversation with a member of staff (or making a disclosure), care should be taken to:
  - listen carefully to what is being said and the physical and emotional responses of the child and/or parent/carer as they are talking.
  - be non-judgemental nor give opinion about what is being said.
  - open-ended questions only, (who was there, how did that happen? according to the level of understanding) – a couple of questions to a child is usually enough to understand what they are telling you.
  - not make promises that cannot be kept e.g., promising not to tell anybody.
- Care should be taken to respond to such situations in a calm and reassuring way. If appropriate staff may then suggest to the child or parent/carer that they go to talk to the designated safeguarding officer together.
- Details of the observation and/or disclosure (and accompanying record) should be taken to the designated safeguarding officer as soon as possible.
- The designated safeguarding officer and educator should discuss the concerns for the child and/or parent/carer and reach a decision as to the most appropriate course of action. Reference should be made to the attached sheet, which gives details on possible manifestations of harm. The Safeguarding Children Team of Children's Services is available to provide advice and assistance in this.

## The Role of the designated safeguarding officer

Where the parent/carer is still in the building, they should be asked about the harm to the child and the circumstances surrounding it. Where the parent/carer is no longer in the building, they should be contacted to gather relevant information prior to making the decision to contact the Safeguarding Children Team of Children's Services or not.

**Where concerns relate to possible child sexual abuse, the parent should NOT be contacted.**

# Child Protection and Safeguarding



Safeguarding and

*Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8*

**Equally, the parent(s)/carer(s) should NOT be contacted in the few cases where it is believed that this would place the child at further risk of harm – e.g. if the parent appears quite seriously mentally unwell or has been violent or threatened violence.**

A referral to the Safeguarding Children Team of Children's Services should be made where a child has been harmed or is at risk of significant harm or impairment. This referral should be made to the borough or authority in which the child resides, using the appropriate referral form and attaching relevant information.

**All relevant information known to Mother Goose Nursery should be shared, including the following details:**

- The child and parent's names, child's date of birth, address, and details of the household.
- The ethnic origin of the child and parent/carer, their first language and any disability or specific needs.
- Detailed information about concerns that led to the referral, dates and times of observations, conversations and/or incidents, including whether these were observed by referrer or reported by another member of staff.
- Any significant known family history.
- Knowledge of any agencies, services or professionals involved with the family.
- A log of the phone calls made, including times and the name of the person spoken to, should be kept. The setting owner should be informed that a referral has been made.
- Where the threshold has not been met for a referral to the Safeguarding Children Team of Children's Services, consideration should be given to:
  - whether a referral should be made to other services as a response to a child or parent/carer 'in need', including completion of a Common Assessment Form (CAF) with the parent/carer; or
  - whether the setting should provide a package of support, including initiating the completion of a CAF, as appropriate.
- In all cases information should be shared as appropriate with a wider network of professional services, in most cases with parental knowledge. Sensitivity should be exercised in keeping confidential information private.
- It is the responsibility of the designated safeguarding officer to ensure that feedback is received from the Safeguarding Children Team of Children's Services. Where it is

# Child Protection and Safeguarding



Safeguarding and

*Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8*

believed that an inappropriate response has been made, this should be questioned, and a referral escalated through the higher management levels of the service as necessary.

- In circumstances where a member of staff is not satisfied that the designated safeguarding officer has taken appropriate action in the best interests of the child, they should, in the first instance, attempt to resolve this with the officer concerned. If professional discussion does not result in satisfactory resolution, the member of staff may then make a referral to the Safeguarding Children Team of Children's Services themselves.

**The contact details for the Safeguarding Children Team of Children's Services: Catherine Holmberg:** Area Safeguarding Adviser (Education)

**Katie Agnew:** Safeguarding Admin Support (part-time)

**Office Telephone:** 03000 418503

**Mobile:** 07786 191 359

**Email:** catherine.holmberg@kent.gov.uk

## **Recording Devices, Cameras and Mobile Phones**

Working with children can involve taking images with a range of devices. This can enhance our understanding of the child, their needs and to plan for the next stage of their development. Photographs are regularly shared with parents/carers and used to great effect in the child's learning adventure.

All photographs are taken with due regard for the law and the need to safeguard the child's privacy, dignity, safety, and well-being. No photographs will be taken for personal use. No photographs will be taken on personal digital media, such as: tablets, mobile phones, watches, or any other recording device, which are NOT allowed in any children's areas of Mother Goose Nursery. If personal digital media devices are used in any manner in any of the children's areas of the setting, this will lead to an instant disciplinary hearing.

Digital media can only be used during lunch breaks, before or after work and away from **ANY** children, and are not to be used in any children's rooms or areas, including the outdoor area. They are to be switched off and sealed in a locker (or secure place as deemed fit by the management team) whilst at work. They are not to be placed in a pocket with easy access.

All parents/carers can grant or withhold the use of photographs of their child. Some may not wish any images to be inserted in the local paper or on the website; some may not wish

# Child Protection and Safeguarding



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*Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8*

any photos at all. Each child and their parent/carer may make individual requests, and these will be followed without question.

Educators have access to e-learning journeys and have signed a confidentiality agreement to state that they are not to share any children's photographs outside the setting, neither are they allowed to take off site children's and family photographs or any information that relates to them.

No Mother Goose Nursery staff member is allowed to use a personal recording device, within any areas of the setting.

Children's images may be shown on the setting's digital photo frame if all children in the images have a signed parental consent to allow this.

On occasions group play may be photographed to show a particular area of learning and this may be added to several children's learning adventure folders as photographic observations. This will only be permitted if the parents of all children captured have given written permission. These photographs and learning adventure folders are not to be taken off the premises by staff at any time.

Photographs are usually uploaded to family for development, or taken to a local supermarket or chemist, or on occasion printed from the setting printer. Once the photographs are printed the image is deleted.

All visitors and parents will be asked not to use their mobile phones and other digital devices whilst they are in the setting. They will be informed of this when they sign the visitor's book.

Staff, students, and volunteers will be asked to leave their mobile phones and other digital devices in a locker or in a lockable container in the office.

## Categories of Harm

Abuse and neglect are forms of maltreatment. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger.

Staff are vigilant and aware that peer-on-peer abuse can happen. They are knowledgeable in child development and know when children's behaviour is outside of their developmental norms and becomes a cause for concern. If they do observe and/or are informed of peer-on-peer abuse, then the appropriate procedures are to be carried out in line with these Child Protection and Safeguarding policy and procedures.

# Child Protection and Safeguarding



Safeguarding and

Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional Abuse** is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

## Child sexual exploitation

Child sexual exploitation is a type of sexual abuse. When a child is exploited, they're given things, like gifts, drugs, money, status, and affection, in exchange for performing sexual activities.

If a child reveals abuse it is important to:

- Listen carefully to what they are saying.
- Let them know they are doing the right thing by telling you.
- Tell them it's not their fault.
- Say you take them seriously.
- Don't confront the abuser.
- Explain what you'll do next.
- Report to your DSL



# Child Protection and Safeguarding



Safeguarding and

Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8

## Grooming and online abuse

What is grooming?

Grooming is how a person builds a relationship with a child to manipulate, exploit or abuse them. A child can be groomed by a stranger or someone they know, such as a family member, friend or professional. Grooming can happen anywhere.

- Online
- In organisations
- In public spaces

Signs of a child being groomed

- Sudden changes in behaviour
- Going missing from home or nursery
- Secretive use of technology
- Having unexplained gifts
- Developing sexual health problems
- Mental health problems

Children at risk are

- Children in care
- Children who are exploring their sexuality and identity online
- Those who are experiencing difficulties with peers.
- Children with low self-esteem and confidence
- Children who have limited awareness about online risk (they may not recognise stranger danger)
- Those whose online activity isn't supervised or monitored appropriately.

## Child trafficking

Traffickers often groom children, families, and communities to gain their trust. They may also threaten families with violence or threats. Traffickers often promise children and their families that they will have a better future elsewhere.

# Child Protection and Safeguarding



Safeguarding and

Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8

## Signs of trafficking

Knowing the signs can help give a child a voice. Sometimes children don't understand what is happening to them is wrong. Children might

- Spend a lot of time doing household chores.
- Rarely leave the house or have no time playing.
- Be orphaned or living apart from their family.
- Live in a low standard accommodation or be reluctant to share personal information or where they live.
- Have no access to their parents or guardians.
- Have injuries.

If a child reveals this, you must report to your DSL.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm and danger.
- ensure adequate supervision (including the use of inadequate caregivers).
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Domestic violence

Staff are also alert to the impact of domestic violence on children. Being exposed to domestic abuse has a serious impact on children, and it can affect how they feel, think, and behave in a harmful way. If a child talk to you about domestic abuse it is important to:

- \* Listen carefully to what they say

# Child Protection and Safeguarding



Safeguarding and

*Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8*

- \* Let them know they have done the right thing by telling you
- \* Tell them it's not their fault
- \* Say you will take them seriously
- \* Don't confront the alleged abuser
- \* Explain what you will do next
- \* Report to you DSL what the child has told you as soon as possible

## **Female genital mutilation (FGM)**

FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. FGM is a form of abuse. It is dangerous and a criminal offence. Sign of FGM

- A relative or someone known as a cutter visiting abroad.
- A special occasion or ceremony takes place where a girl becomes a woman.
- A family arranges a long holiday overseas or visiting family abroad during the summer holidays.
- A girl has an unexpected or a long absence from nursery.

## Effects of FGM

- Severe or constant pain
- Infections, such as tetanus, HIV and hepatitis B and C
- Bleeding, Cyst, and abscesses
- Difficulties urinating or incontinence.
- Organ damage
- Death from blood loss or infection.

## Who is at risk

Girls living in communities that practice FGM. This can happen in the UK or abroad girls most at risk are

- Somali
- Kenyan
- Ethiopian
- Sierra Leonean
- Sudanese
- Egyptian
- Nigerian

# Child Protection and Safeguarding



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- Eritrean
- Yemeni
- Kurdish
- Indonesian

If you feel a child is at risk of FGM you should contact the police. Staff also know that they must report this to the designated safeguarding officer.

## County lines and cuckooing

County lines is a term used for organised drug dealing networks, which is usually controlled by a person using a telephone number. Vulnerable children and adults are recruited as runners to transport money and drugs. Criminals running county lines will set up a base in a rural area or small town for a short time, taking over the home of a vulnerable person cuckooing them. Victims of cuckooing are those suffering from mental or physical health problems, older people, single mums, those living in poverty and people suffering from addiction.

Signs of county lines and cuckooing are

- An increase of people in and out of the child's house
- Signs of the parent using drugs
- Children tired due to the increase of anti-social behaviour in the house
- Parents having new clothes, phones etc.
- Lack of healthcare visitors

When it comes to dealing with county lines and cuckooing or suspected cases of it, it is vital that it is approached in a safe and appropriate manner and that the victim is supported in a person-centred way.

If you feel a child, parents/carers are at risk of county lines and cuckooing please let the DSL know straight away or you can contact police

Understanding which legislation is applicable in which set of circumstances is important when it comes to deciding upon and taking the most appropriate and legal action to resolve a situation.

## Important references:

- The Anti-Social Behaviour, Crime and Policing Act.
- Child Abduction Warning Notices (CAWNs).

# Child Protection and Safeguarding



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- Serious Crime Act.
- Modern Slavery Act 2015.
- Education Act 2002
- Keeping Children Safe in Education 2015
- Local Safeguarding Children Board procedures
- Serious Crime Act 2015 (reference female genital mutilation)
- The Childcare Act 2006
- The Children's Act 2004
- The Counter Terrorism and Security Act 2015 (this includes the Prevent duty)
- The EYFS 2021
- Birth to 5 matters
- What to do if you are worried a child is being abused 2015

Working together to safeguard children 2015 All members of staff have and will include this useful online course, cross reference CPD files for further information.

- <https://www.bing.com/ck/a?!&&p=82221eb4acf58882e12cca37d3415f6947180dd5e204606eb15666276a7d4b6fJmltdHM9MTY1NTgxODMxMiZpZ3VpZD0xODI0YzFjYy0xYTBhLTQ1NjktOTBmOC1kY2I0OTgzZWVmNGUmaW5zaWQ9NTE3Mw&ptn=3&fclid=826c73e8-f166-11ec-9bd2-043283d5a558&u=a1aHR0cHM6Ly9rc2NiLm1lbGVhcm5pbm cudW5pdmVyc2l0eS9jb3Vy c2Vfy2VudHJl&ntb=1>

Review Date	Name	Position	Signature

# Child Protection and Safeguarding



Safeguarding and

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Review Date	Name	Position	Signature

# Child Protection and Safeguarding



Safeguarding and

Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8




# Closing the Nursery in an Emergency Procedure





In very exceptional cases Mother Goose Nursery may need to close at very short notice due to an unexpected emergency.

**Such incidents could include:**

- Serious weather conditions
- Structural damage
- Fire or bomb scare
- Suspected gas leak
- Death or serious injury of a child and/or a member of staff
- Serious assault on a staff member
- Serious accident or illness
- Burst pipe
- Lack of toileting facilities

In such circumstances the manager will ensure that all staff, children, and visitors are safe. Everyone must meet at a pre-arranged meeting point where a register will be taken. The meeting point may be the same place as the assembly point used for fire drills, depending on the whereabouts of the problem.

The evacuation bag will also be in use.

All staff will use the emergency evacuation plan, displayed throughout the setting.

The manager will make sure that parents/carers are informed, and necessary actions will be taken in relation to the cause of the closure.

All children will be supervised until they are safely collected.

Ofsted and all necessary agencies will be notified.

If the setting is unable to open, the staff will endeavour to contact the parents/ carers to inform them of such. The staff will remain in post until directed by the manager to leave.



# Closing the Nursery in an Emergency Procedure

*Safeguarding and Welfare Requirements / 3.55, 3.77*

Review Date	Name	Position	Signature


## Safeguarding and Welfare Requirements / 3.55, 3.77

*Safeguarding and Welfare Requirements / 3.55, 3.77*

Review Date	Name	Position	Signature






# Complaint Procedure



*Safeguarding and Welfare Requirements / 3.70, 3.74, 3.75*

Your views count – if things are going well, we would love to hear about it, a telephone call or a note will let us know we have got things right! If things start to go wrong, let a member of staff know straight away. If you have a worry or comment, we assure you that your views will be taken seriously.

In the first instance, you should contact your child's key person, face to face, or by telephone or letter. They will do their best to solve your enquiry and will assure you that all comments will be treated confidentially, and if shared this will be in line with data protection legislation.

If you are not happy with this response you should contact the setting manager, in person, email, or by telephone or letter, who will investigate the complaint.

**If you still have concerns, please put the issue in writing to:**

Lyanne Hardy  
Mother Goose Nursery  
16-18 Bellevue Road,



Ramsgate,  
Kent, CT11 8LB,

**Ofsted URN:** 127392

**Telephone:** 01843 851264

Mother Goose Nursery will send you an acknowledgement letter within three working days, advising you that the complaint has been received.

The acknowledgement letter will contain the name of the employee who will be investigating the complaint and give a date by which you should receive a written response. The complaint should be investigated, and a written response sent to you within ten working days. This exceeds statutory requirements.

The setting has a procedure for dealing with concerns and complaints from parents/ carers and keeps a written record of complaints and their outcome. We investigate all written complaints relating to the requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint.

We provide Ofsted, on request, with a written record of all complaints made during any specified period and the action that was taken as a result of the complaint.



## Complaint Procedure

*Safeguarding and Welfare Requirements / 3.70, 3.74, 3.75*

If you remain dissatisfied at any time during the investigation, you may then take the issue to Ofsted:

**Postal Address:** A applications, Regulatory and Contact (ARC) Team, Ofsted,  
Piccadilly Gate, Store Street, Manchester, M1 2WD

**Telephone:** 0300 123 1231

**Email:** [enquires@ofsted.gov.uk](mailto:enquires@ofsted.gov.uk)

We place great value on working in partnership with parents/carers and it is our belief that this is not only good childcare practice, but also essential for the wellbeing and development of all our children.

Safeguarding and Welfare Requirements / 3.70, 3.74, 3.75

<b>Review Date</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>



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# Complaint Procedure

*Safeguarding and Welfare Requirements / 3.70, 3.74, 3.75*

Review Date	Name	Position	Signature






# Confidentiality Policy



*Safeguarding and Welfare Requirements / 3.68, 3.69, 3.70, 3.71*

Within Mother Goose Nursery respecting confidentiality is of utmost importance. Due to the nature of childcare, the information that setting managers and educators hold about children and their families is quite detailed. It is vital that everyone working within our setting respects the need for confidentiality and discretion.

This policy is in line with the Data Protection Act (DPA) 1998 and relevant sections of the Freedom of Information Act 2000.

Mother Goose Nursery lays down strict guidelines with regard to confidentiality. Any breaches of professional practice will be dealt with severely and may lead to dismissal.

- No information about a child or their family is shared with any member of the setting apart from the manager and the child's key person, unless agreed by the parent in advance, or the issue relates to a child protection concern where no parental agreement is required.
- No gossip about a child or their family is shared within or outside of the setting.
- Every child, parent or staff member within the setting has their privacy respected. Any infringement will be treated seriously.
- It is not acceptable to discuss any business relating to the setting with anyone.
- Rumour and gossip are cruel and anyone employed within the setting who indulges in this unprofessional action will be disciplined.
- Where there is cause to refer to another agency due to concern about a child, especially with regard to child protection, the procedure will be carried out as per local regulations. No one outside of the 'need to know' circle will be given any information especially, if by so doing, this could prejudice the situation.



## Confidentiality Policy

*Safeguarding and Welfare Requirements / 3.68, 3.69, 3.70, 3.71*

Review Date	Name	Position	Signature


*Safeguarding and Welfare Requirements / 3.68, 3.69, 3.70, 3.71*

Review Date	Name	Position	Signature




# Documentation and Information Policy



Mother Goose Nursery is aware of its obligations with regard to storing and sharing information under the Data Protection Act 1998 and the Freedom of Information Act 2000. It is also committed to complying with the legislation and the guidance. The manager and staff must be aware of the implications of the data protection and freedom of information legislation and of all roles and responsibilities.

The setting is committed to being open to parents/carers with regard to its policies and procedures and the information that each setting may hold on to a child. Records and information will be available to parents/carers upon written request. There may be exemptions to this rule, but a letter will confirm this, stating the reason for any refusal in line with the Information Commissioner's Office.

## **Record Keeping**

### **Information kept on a child will include the following:**

- Birth name (and any other name by which the child is known)
- Date of birth
- Gender
- Religion
- Languages spoken.
- Home address and telephone numbers
- Parent's/carer's name, who is known to the provider.
- Name of parent/carer the child normally lives with
- Who is legally responsible for the child?
- Parent's/carer's place of work and contact number (including emergency contact)
- Any other emergency contact names, relationship to the child and contact details
- Family doctor's name, address and telephone number
- Details of any special dietary requirements, allergies, food and drink preferences, needs of child.
- List of immunisations
- Any other information relating to the child that staff or parents feel is relevant.

*Safeguarding and Welfare Requirements / 3.16, 3.49, 3.51, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, 3.77*

**The setting must record and submit the following to their local authority about individual children receiving the free entitlement to Early Years Provision as part of their Early Years Census.**

# Documentation and Information Policy

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## Documentation and Information Policy



Safeguarding ar



• Full

name

- Date of birth
- Address
- Gender
- Ethnicity
- Special educational needs status
- The number of funded hours taken up during the census week
- Total number of hours (funded and unfunded) taken up at the setting during the census week.

**Additionally, in accordance with our policies, other records will be kept and maintained by the setting:**

- An up-to-date record of all staff, students and volunteers who are working at each setting including their name, address, telephone number, the number and date of the Disclosure and Barring Service (DBS) check, qualifications and emergency contact name, address and telephone number.
- A record of any other individuals who either reside on the premises or are regular visitors to the setting and their contact details.
- The attendance registers.
- An up-to-date waiting list with details of all children waiting for a place at the setting.
- Records of planned activities, including any off-site visits and outings.
- Records of any medication being held by the staff for children on behalf of the parent/carer.
- Records of signed emergency treatments authorised by the parent/carer.
- A fully completed and up-to-date accident, incident book and fire book.
- An up-to-date admissions list that will be kept nearby in case of a fire and/or another emergency.



# Documentation and Information Policy



Information

on children will be kept in a locked file or office; the information will be restricted to all of the staff where appropriate. The manager is responsible for keeping up-to-date records on the children. All records relating to an individual child will be retained for two years from the last day the child attended Mother Goose Nursery

## Notification

Mother Goose Nursery recognises that it is their responsibility to notify parents/carers, Ofsted and staff of any changes to any of its settings.

If changes are to be made to a setting, the setting owner will contact anyone that will be affected as soon as possible. If there are significant proposed changes, there will be consultation with anyone who is directly affected.

### It is mandatory for Ofsted to be informed of:

- any change in the manager or deputy manager of the setting.
- any significant changes to the premises.
- any significant change to the operational plan of the setting.
- any event that is likely to affect the suitability of the manager or owner.
- any changes to the company.
- any complaints made against the setting.
- where two or more children suffer from food poisoning.
- any allegation of abuse by a member of staff or volunteer or any abuse that has allegedly taken place on the premises.
- any significant event that is likely to affect the suitability of any person who is in regular contact with children.
- any serious accident, illness or injury to, or death of, any child while in their care.
- any other significant events.

*Safeguarding and Welfare Requirements / 3.16, 3.49, 3.51, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, 3.77*

Review Date	Name	Position	Signature
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# Documentation and Information Policy



Safeguarding and Welfare

Requirements / 3.16, 3.49, 3.51, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, 3.77


Review Date	Name	Position	Signature

# Documentation and Information Policy



Safeguarding and Welfare

Requirements / 3.16, 3.49, 3.51, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, 3.77



# Education Policy



## **Philosophy**

At Mother Goose Nursery we reflect the Early Years Foundation Stage learning and development requirements as we provide an excellent early learning environment, tailored to each individual child in a safe, secure and, most importantly, happy setting.

Children develop and change at different rates. It is vital to encourage each child to reach their full potential at their own pace.

Learning should be relaxed and purposeful, taking into account the individual child's abilities and interests.

## **General Planning**

At Mother Goose Nursery we use in the moment planning as young children live in the here and now. The staff at Mother Goose Nursery are expected to seize the moment when a child first shows curiosity and support their next steps immediately. Staff will enable the children in their care to live, learn, play, and develop in the here and now. Every time a member of staff looks at, and listen to, a child, they will be assessing and planning how to respond. The assessments and plans are based on the staff members observation of the child in that moment, and they are to use any previous knowledge of the child.

We ensure that the provision allows children to experience a balanced range of child-led and educator-directed activities. We keep detailed records of individual children's family online learning journals and termly unique stories to show the progress they are making in their learning and development. Reflective assessment allows us to record children's achievements and plan for their next steps in learning.

At Mother Goose Nursery children experience the curriculum both inside and outside. Outdoor learning is given equal importance and is planned to encompass the prime and specific areas of Learning and Development.

We carefully track the children's starting point to make sure that every child learns and develops and reaches their full potential.

# **Education Policy**



Review Date	Name	Position	Signature

*Safeguarding and Welfare Requirements / 3.73*

Review Date	Name	Position	Signature



# English as an additional language Policy

## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

At Mother Goose Nursery we value the contribution which ethnic minority children make through bringing their culture and language to enrich our nursery environment.

### **Aims:**

We aim to provide the means for ethnic minority children to have access to a broad and balanced curriculum and achieve their full academic potential. We will make every effort to enable children to interact socially and to ensure their wellbeing. We will seek to provide parents with clear information about the school and its procedures and to establish mutual respect for culture and values.

### **To achieve these aims the nursery will:**

- ensure that the nursery is welcoming.
- assess individual children for cognitive level, education background and linguistic repertoire (verbal)



- establish communication links with home and family and to identify cultural and religious background.
- provide appropriate emotional and academic support.
- ensure that the setting reflects the culture of all the children, and that every child's culture and language is valued.
- monitor and assess progress regularly to check that the pupils have the opportunity to achieve their full potential for learning.
- liaise contacts with pre-school and transfer schools when possible, to exchange information about the child's linguistic and cognitive ability, what support has been given and how parental partnership has developed.
- keep all staff informed by providing opportunities for information sharing/gathering.

**All practitioners will:**

- be made aware of and be sensitive to cultural needs of children.
- include reflection on other cultures as normal part of the curriculum.
- promote language awareness throughout the school.
- display pictures reflecting different cultures.

**Your child's key person will:**

- provide each child with a 'buddy' or mentor on entry to the setting and for as long as is deemed necessary.
- ensure that bilingual pupils are assessed to determine their cognitive level and linguistic repertoire.
- ensure that differentiated work, suited to the child's intellectual ability is provided, being mindful of the particular level of English usage.
- Provide an all about me and ask for pictures from home.
- Explain the nursery family app and make sure parent/carers know how to use it.

**The SENDCO will:**

- access the English language performance and progress of EAL pupils.
- support EAL pupils in gaining access to the curriculum.
- work in partnership with keyworker and support staff to tailor curriculum content and delivery to the needs of all the child
- make the curriculum accessible through the provision of differentiated materials.
- following the SEND code of practice the SENDCO, along with the key person will monitor development of a child with English as an additional language to identify any additional needs the child may have. This sometimes takes a little longer as the child becomes more confident in the setting.



### **Practitioners should note the following points when supporting pupils with EAL.**

Learning an additional language is a long-term process. While social fluency may be acquired within two years, it may take EAL child years to gain the skills and understanding to participate fully in an educational system, in-line with mother tongue speakers of English. At Mother Goose Nursery we believe that language learning is most successful, for both EAL speakers and early bilingual learners where:

- it is taught within the context of the EYFS curriculum.
- oral language is central to all curriculum work.

the informed contribution of parents to their children's education is seen as vital to the children's progress.

### **Nursery ethos**

- recognise the child's mother tongue – this doesn't mean they have 'no' language, they have a different language/s.
- make your environment socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- boost the pupils' self-esteem – remember, they have the potential to become bilingual adults, but it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success;

### **Identifying pupils' strengths**

- pupils from other language backgrounds have a wide variety of cultural, linguistic and educational experiences; see the cultural differences brought by the pupil to the class as a bonus and use this in your teaching.

### **Expectations**

- have high expectations – expect pupils to contribute and to give you more than one-word answers.
- most bilingual pupils are capable of high achievement, even when they are beginners in English.
- the literacy goals in English are the same for all pupils; many bilingual pupils will also become literate in one or more other languages.
- the process of becoming literate in either a first or an additional language has both similarities and differences – knowledge of the particular features of the child's mother tongue can help.

### **Teaching and learning strategies**

- ensure that EAL pupils are set appropriate and challenging learning objectives.
- recognise that EAL pupils need more time to process answers.
- talking about language and literacy with peers and adults is essential – it helps pupils to use their home language when talking about literacy, even when their goal is literacy in English.

- do not allow any racist comments or jokes to pass – these should be reported and dealt with according to the nursery disciplinary policy.
- give newly arrived young children time to absorb English (there is a recognised ‘silent period’ when children understand much more English than they use – this will pass if their self-confidence is maintained).
- group children – to ensure that EAL pupils hear good models of English, wherever possible,
- use collaborative learning techniques – encourage children to work together in pairs and small groups, to discuss their work and possibly produce a joint piece of work; this is a valuable strategy for promoting learning for EAL pupils. It is beneficial to allow EAL pupils to work together when possible, so that they can discuss their work in their mother tongue before using English.

### Assessment

Children learning EAL need to be assessed in relation to the Early Years Foundation Stage Curriculum standards and expectations as early as possible.

Learning an additional language is a long-term process.



# English as a additional language Policy

Review Date	Name	Position	Signature


# Environmental Policy



Mother Goose Nursery is committed to improving the quality of life of both the local and wider community now, and in the future.

Our policy recognises that quality of life in the longer term is dependent on the health and quality of the local and global environment.

We also recognise that improvements in the standard of living of developed countries have, in part, been achieved through a wasteful use of resources and exploitation of fossil fuels across the world.

**This is contributing to:**

- global warming and climate change through greenhouse gases emitted by burning fossil fuels.
- pollution of air, land and water; and
- loss of forests, soils, fish stocks and other resources through harvesting them more rapidly than they can regenerate.

All



three of the above are acting to destroy ecosystems; the communities of interdependent plants and animals across the globe that help to regulate the environment and keep the planet fit for life.

We demonstrate our commitment to the environment by ensuring our activities are designed to reduce adverse impact and to use resources increasingly efficiently over time.

**In practice this means:**

- recycling where possible.
- reducing and monitoring waste.
- where possible, using equipment and resources that have been recycled.
- discussing environmental issues with children.
- ensuring, where possible, that our suppliers are committed to environmental issues; and
- where possible, using eco-friendly products and produce.



# Environmental Policy

Review Date	Name	Position	Signature


**REVIEWER SIGNATURE**

Review Date	Name	Position	Signature




# Equality and Diversity Policy



# Equality and Diversity Policy



Safeguarding and Welfare

*Requirements / Integral to all requirements*

## Statement of Intent

Mother Goose Nursery takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or child. Mother Goose Nursery is committed to providing equal opportunity and anti-discriminatory practice for all children and their families according to their individual needs. Discrimination due to gender, age, race, religion, colour, creed, marital status, ethnic or national origin, or political belief, has no place within the setting. Should any person believe that this policy is not being complied with, it is everyone's duty to bring the matter to the attention of the manager at the earliest opportunity.

## The setting staff are committed to:

- encouraging positive role models, displayed through toys, imaginary play and activities that promote non-stereotyped images.
- Improving our knowledge and understanding of issues of equality and diversity
- Including and valuing the contribution of all families to our understanding of equality and diversity
- Providing a secure environment in which are children can thrive and all contributions are valued.
- Providing a childcare place, wherever possible, for children who are designated disabled or disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care.
- all children will be encouraged to join in activities, e.g. dressing up, shop, home corner, dolls, climbing on large apparatus, bikes, etc.
- regularly reviewing childcare practice to ensure the policy is effective.

## Staff

The setting aims to ensure that individuals are recruited, selected, trained and promoted on the basis of occupational skill requirements. In this respect, the setting will ensure that no job application or employee will receive less favourable treatment on the grounds of age, gender, marital status, race, religion, colour, cultural or national origin or sexuality, which cannot be justified as being necessary for the safe and effective performance of the work.

# Equality and Diversity Policy



## Service Provision

The setting will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within agreed targeted age groups; we will strive to promote equal access to services and projects by taking practical steps, such as ensuring access for disabled people and producing material in relevant languages and media.

We encourage children and adults to value themselves, and as a consequence, see the value in others. Our intention is to support every child towards independence and autonomy.

*Safeguarding and Welfare Requirements / Integral to all requirements*

Children who learn to think for themselves are more likely to understand that differences are as important as similarities. We believe the uniqueness of every child and adult should be a celebration rather than something that creates suspicion and fear.

## Procedure for Dealing with Racial Harassment

### Introduction

Mother Goose Nursery has a duty to create and implement strategies to prevent and address racism. This is in line with the Race Equality Scheme 2002.

### Such strategies include:

- that the setting records all racist incidents.
- that all recorded incidents are reported to the child's parents/carers and when appropriate to the relevant authority.

Parents have a right to know when racism occurs and what actions the setting will take to tackle it.

In the Equality Act 2010 there is a statement of the duty "to promote harmony and good relations" between groups in society. We have a statutory responsibility to monitor, review and eliminate racial discrimination.

### Definition of racial harassment

"Violence which may be verbal or physical and which includes attacks on property and people because of their race, nationality, ethnic origins; when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism". (Equality and Human Rights Commission).

# Equality and Diversity Policy



Safeguarding and Welfare

*Requirements / Integral to all requirements*

## **Examples of racial harassment**

- Physical assault against a person or group of people
- Derogatory name calling, insults and racial jokes.
- Racist graffiti and written insults
- Provocative behaviour such as wearing racist badges and insignia and the distribution of racist literature.
- Threat against a person or group of people because of their colour and race
- Discriminatory comment including ridicule made in the course of discussions in class or elsewhere.
- Patronising words or actions

## **Procedure**

- All staff in the setting should be aware of any racial harassment taking place.
- They must intervene firmly and quickly to prevent all forms of racial harassment. Any allegation should be taken seriously and reported to the manager.
- Each incident should be investigated and recorded in detail as accurately as possible. This record should be available for inspection by staff, and parents where appropriate, on request.
- The manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the manager's book. Any pattern of behaviour should be indicated. Perpetrator and victim's initials may be used in the record book, as information on individuals is confidential to the setting.
- Where an allegation is substantiated following an investigation, the parents/ carers of children who are victims should be informed of the incident and of the outcome.
- Continued racial harassment may lead to exclusion, but such steps should only be taken when other strategies have failed to modify behaviour.
- Adults found to be perpetrators must be reported immediately to the manager.

# Equality and Diversity Policy



## Setting Staff

All staff should be alert and seek to overcome ignorant or offensive behaviour based on fear or dislike of racial distinctions that children or adults may express in the setting.

An atmosphere must be created where the victims of any form of racial harassment have confidence to report such behaviour and that subsequently they feel positively supported by the staff of the setting.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are racist. Nor must staff appear to endorse such views by failing to counter behaviour that is prejudicial in a direct manner. A sensitive and informal approach must be used to counter any racial harassment perpetrated out of ignorance.

When a member of staff violates Mother Goose Nursery code of practice they will be counselled by the manager. It will be explained to them why the behaviour is unacceptable and what steps will be taken to remedy the situation. A repetition of such behaviour will lead to the normal disciplinary codes of practice for employees.

*Safeguarding and Welfare Requirements / Integral to all requirements*

Review Date	Name	Position	Signature

# Equality and Diversity Policy



Safeguarding and Welfare

Requirements / Integral to all requirements


Review Date	Name	Position	Signature




# Equipment Policy

# Equality and Diversity Policy



Safeguarding and Welfare

Requirements / Integral to all requirements





## **Statement of Intent**

At Mother Goose Nursery we believe that high quality care is promoted by providing children with a safe and stimulating environment. The resources used to support this are clean and attractive as well as age, ability and stage appropriate.

## **Aim**

We aim to provide children with resources and equipment that help to consolidate and extend their knowledge, skills, interests and aptitudes within an environment that enhances their all-round skills ability.

## **Method**

### **In order to achieve this aim:**

- We provide play equipment and resources that are safe and, where applicable, conform to BSEN safety standards or Toys (Safety) Regulation (1995).
- We provide a sufficient quantity of equipment and resources for the number of children.
- The setting is adequately spacious for purpose, as well as safe and secure.
- The atmosphere and environment are welcoming to children and parents/carers.
- The manager has the responsibility to ensure that the setting is clean, well-ventilated and maintained at the appropriate temperature.
- It is the manager's responsibility to ensure a daily risk assessment of the site is completed, to ensure that the facilities are maintained in a suitable state of repair and decoration.
- As far as possible, the premises should only be used by the children and adults concerned with the setting during the official opening hours.
- Where possible, the activities should be displayed in an open-plan layout, so that the children can move freely between activities.
- The setting should have adequate storage space to store equipment safely.
- The setting provides one toilet for every ten children and includes hot and cold running water.
- The setting is provided with a telephone for emergency use by staff, parents/ carers.





# Equipment Policy

*Safeguarding and Welfare Requirements / 3.54, 3.55, 3.64, 3.67*

- We provide resources that promote all areas of children's learning and development, which may be child or adult led.
- We select books, equipment and resources that promote positive images of people of all races, cultures and abilities and are non-discriminatory and avoid racial and gender stereotyping.
- We provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children.
- We provide developed, natural and re-cycled materials that are clean, in good condition and safe for the children to use.
- We provide furniture that is suitable for children and adults.
- We store and display resources and equipment where children can independently choose and select them.
- We check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session.
- We repair, clean or replace any unsafe, worn out or dirty/damaged equipment.
- We use the local library and toy library to introduce new books and a variety of resources to support children's interests.
- We plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources plus new exciting challenges is offered.

## Outdoor Play

Our outdoor play area is used as part of our continuous provision. Any outdoor play will be carried out in a safe and secure place and will be supervised at all times. All outside play areas receive a daily risk assessment.

Outdoor play areas must be well maintained; it is the manager's responsibility to report any problems with the outside area to the setting owner.

It is the staff's responsibility to keep the paths to the setting safe and clear, including free from snow or ice, litter and leaves.

*Safeguarding and Welfare Requirements / 3.54, 3.55, 3.64, 3.67*

Review Date	Name	Position	Signature



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# Equipment Policy

*Safeguarding and Welfare Requirements / 3.54, 3.55, 3.64, 3.67*

Review Date	Name	Position	Signature




# Essential Contractor / Work Person Policy



As far as practicable and possible any work is to be carried out during the closure of the setting, e.g. before 8am and after 4pm, alternatively during weekends or public/ bank holidays.

For all works (excepting emergency works) the setting must have at least 24 hours' prior notice. The manager will try to arrange any works to be carried out at the most convenient time to accommodate the children's needs and their safety. If it is not possible to allow works at the time requested, an alternative time and date will be offered.

The manager and the contractor/work person will discuss the works required, time frame and the impact on the children's routine, with regard to the need to safeguard the child's privacy, dignity, safety and well-being.

**Any contractor/work person MUST report to the manager (or their deputy) in the first instance. They will then be required to sign in and out of the setting – dates and times are to be included.**

Contractors/work people will undergo an induction. This will include the use of and responsibility for tools, equipment and chemicals.

Contractors/work people will be asked to either leave their mobile phone in the locked office or to leave it in their vehicle/off the premises. This is in line with

Mother Goose Nursery company policy that ensures mobile phones are NOT allowed in any children's areas of the setting. Phones are not to be placed in a pocket with easy access.

It is preferable for any contractor/work person to have a current CRB/DBS. If they have a relevant document, they are asked to provide the manager with a copy in order for this to be checked and record the details.

Contractors/work people must never be left alone with any children.



## Essential Contractor / Work Person Policy

*Safeguarding and Welfare Requirements / 3.9, 3.28, 3.77*

Review Date	Name	Position	Signature


*Safeguarding and Welfare Requirements / 3.9, 3.28, 3.77*

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# First Aid, Medication and Sickness Policy



# First Aid, Medication and Sickness Policy



Safeguarding and

*Welfare Requirements / 3.44, 3.45, 3.46, 3.50, 3.51 3.53, 3.54, 3.67, 3.68, 3.69, 3.70, 3.71*

## **Sickness Policy**

Our aim is to provide the best possible care for all our children at Mother Goose nursery, especially when they're contagious to others. It is the parent's responsibility to ensure that their child does not attend nursery and put other children/staff at risk. Therefore, if a parent continually sends a sick or unwell child to nursery, we will be forced to review the child's place. Parents must notify us immediately if they are aware that their child has a contagious illness, even if it has yet to be confirmed by a doctor. If a child has such an illness, we will require written, medical confirmation that they are fit to return to the setting.

Parents must inform the nursery any child attending the nursery is admitted to hospital, and the discharge instructions must be followed prior to the child attending nursery.

Children suffering from sickness, diarrhoea, high temperature or the possibility of being infectious must refrain from attending the setting until they are clear from the symptoms for at least 48 hours.

If a child has been sent home from Mother Goose Nursery due to ill health, they should not be re-admitted until the child is suitably recovered or until the GP says they can return.

### **If a child becomes unwell whilst at the setting**

Manager or the deputy manager should be informed of any child who appears to be feeling unwell. If, after staff have done everything they can to make the child more comfortable. There is no sign of improvement then the manager or deputy manager, in conjunction with the key person or room leader, will discuss whether or not to contact the parent/Carer to come and collect their child. Management must be informed when a member of staff wants to call a parent regarding a sick child.

If it is deemed to be the best interests of the child to go home, the manager, deputy manager or senior member of staff will ring the parent/Carer, getting the number from the child's information which is on the family app. They will explain the signs and symptoms the child is displaying and ask them to come and collect them.

If the manager or the deputy manager are unable to contact the parent/Carer then they will go to the next person on the contact list, continuing down the list of authorised persons as necessary.

Whilst their parent/Carer are being contacted the child should continue to be comforted by a familiar member of staff (key person)

# First Aid, Medication and Sickness Policy



Safeguarding and Welfare

Requirements / 3.44, 3.45, 3.46, 3.50, 3.51 3.53, 3.54, 3.67, 3.68, 3.69, 3.70, 3.71

Plenty of fluids should be offered to the child and if their temperature is higher or lower usual, they should be undressed immediately. Any other symptoms should be treated as necessary.

The child should always be treated with the utmost sensitivity and respect as feeling poorly could be distressing and quite frightening for the child, they should have a member of staff with them, preferably the key person, until the parent/carer authorised person arrives to collect them.

The child should have privacy as much as possible and be able to be in a quiet area away from other children, with a staff member.

Should child symptoms deteriorate whilst waiting for the parent/carers The manager or deputy manager should be informed immediately.

No prescribed medication may be given unless prior permission was obtained from the parent/Carers that day and the stated dose is due to be given at that time.

The exception to this would be if your child develops a seriously high temperature. In this situation, up to a maximum of 5ml of a paracetamol designed for children, such as Calpol, would be administered if the parent/carer has given the setting prior consent. We will also attempt to reduce the temperature by tepid sponging and giving fluids and request parents'/carers' attendance as soon as possible.

If the manager or deputy manager feel that it is necessary, they should call for an ambulance. The manager or deputy manager must then inform the parent/carers to meet them at the local hospital. First aid should be administered to the child as necessary.

## Transporting children to the hospital procedure

- If the sickness is severe, call for an ambulance immediately. **DO NOT** attempt to transport the sick child in your own vehicle.
- Whilst waiting for the ambulance, contact the parents/carers and arrange to meet them at the hospital.
- A senior member of staff must accompany the child and collect together registration forms, relevant medical sheets, medication and a child's comforter.
- Remain calm at all times. Children who witness an incident may well be affected and may need lots of cuddles and reassurance.

# First Aid, Medication and Sickness Policy



Safeguarding and

*Welfare Requirements / 3.44, 3.45, 3.46, 3.50, 3.51 3.53, 3.54, 3.67, 3.68, 3.69, 3.70, 3.71*

## Calling an ambulance

dial 999 and ask for an ambulance. Answering all the questions honestly and clearly. When asked to give the address and telephone number of the nursery, use the following details:

Mother Goose Nursery

16/18 Bellevue Road

Ramsgate

Ct11 8LB

01843 851264

A senior member of staff will go to the hospital. Report should be written up by the manager or the deputy manager and any witnesses to be kept on file. Members of staff will be offered time out and the opportunity to discuss what happened and how they're feeling.

## Administration of medicine policy

Mother Goose nursery places the child's well-being at the very core of the ethos of the setting. Staff are paediatric first aid trained but it is not compulsory part of the job to administer medication, and we respect the agreement and decision made by each individual member of staff. There will always be staff willing to administer medicine on site. The setting will only administer prescribed medicine (doctor, dentist, nurse or pharmacist) which is clearly labelled with the child's name, medicine type, amount to be administered and the correct date. No un-prescribed or over the counter medicine given by a parent/carers will be administered.

Procedure

### Aim

it is our aim to safeguard and maintain the well-being of all children within the nursery and the staff who look after them. Mother Goose nursery works in partnership with parents and

# First Aid, Medication and Sickness Policy



Safeguarding and Welfare

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information sharing in this area is vital so that the staff respect and are aware of cultural ethical or religious reasons which might relate directly to the administration of medication.

## Method

the following procedures must be heard to by the parents and staff for the health and well-being of all children in administration of medicines or creams.

Mother Goose nursery requires written consent via medication form in advance from parents which clearly shows:

- Child's full name and address
- child's date of birth
- date of prescription and expiry date
- duration of medication
- dosage and storage

## Prescription medication

Written permission is required for emergency treatment for chronic illness such as asthma, where inhalers may need to be given on a long-term basis. If a child has an asthma pump the child, will have a healthcare plan put into place, and where needed staff will be trained.

If the administered prescription requires medical knowledge, training will be provided for the relevant member of staff by a health professional, for example, the use of an Auto-injector. Staff will be asked to attend training to meet specific needs concerning administration of medication or other health related matters.

At the time of admission to the setting, parents'/carers' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

If medication has not been prescribed for the child by the GP or a medical professional or has an expired its date, then Mother Goose nursery will not administer it.

- Prescription medication will only be given to the person named on the bottle for the dosage stated.
- medicines must be in their original containers.
- those who have parental responsibility for any child requiring prescription medication should allow a senior member of staff to have sight of the bottle. The staff member

# First Aid, Medication and Sickness Policy



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should note the details of the administration on the appropriate form and another member of staff should check those details.

- Those where parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once the whole cause of medication all for the ongoing use of a particular medication under the following circumstances:
  1. the written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication for example if the course of antibiotics changes, a new form will need to be completed.
  2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed.
  3. parents should notify us immediately if the child circumstances changes for example a dose has been given at home or a change in the strength/dose needs to be given.
- The nursery will not administer A dosage that exceeds the recommended dose on the instructions unless accompanied by a doctor's letter.
- The parent must be asked when the child had been given the last medication before coming to nursery; this information will be recorded on the medication form. when the child is picked up the parent or guardian must be given the precise details of the times and the doses given throughout the day. The parent's signature must be obtained at both times.
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form (it is important to note that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication, then a note will be made on the form.
- Whether medication is essential or may have side effects, discussions with parents will take place to establish the appropriate response.
- Whenever possible asked parents to request that GPS prescribes, the least number of doses per day for example three times a day rather than four times daily.

In extreme circumstances the manager may make the decision to administer emergency Calpol to children if a child's temperature reaches or exceeds 40 Celsius, in agreement that the parents are on their way to collect the child. This will only be carried out if the manager has sought permission from the parents and a medical professional.

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Management must acknowledge on the family app every occasion of administering the medication confirming the time and the doses of administration and which member of staff did so. The staff member will log this on the family app

The nursery manager will make parents aware of any changes in information.

**Only a Level 3 qualified staff with paediatric first aid training will be permitted to administer medication**

in an emergency, an ambulance will be called for and parents will be informed immediately. Children's prescribed medicines are stored in their original containers, are clearly labelled and are not accessible to the children.

the nursery manager will monitor staff to ensure the procedures are being carried out, and that they are clear to all. Staff will be asked to feedback at meetings any areas of concern or to identify training needs that they may need.

## Storage

All medication containing penicillin will be stored in a box labelled penicillin in the kitchen fridge upstairs. Medication that does not need to be refrigerated will be kept in a locked filing cabinet in the office. All medication will be stored in a box labelled with the names date of birth Name of medication and prescription dates and the procedure on how to administer medication.

## Staff medication

staff medication on the premises must be securely stored in a box on a shelf in the kitchen, if the medication needs to be refrigerated then it must be stored in the fridge in the kitchen in lidded and labelled box. Staff must inform their manager if they are bringing any medication on the premises and ensure that it does not impair their ability to work.

Providers must ensure that those practitioners taking medication, medical advice confirms that the medication is unlikely to impair the staff members ability to look after children properly.



# First Aid, Medication and Sickness Policy



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If a child is taking antibiotics, they must be kept away from the setting for at least 48 hours to enable the medicine to take effect.

Parents/carers of a child who requires prescribed medicine during their time with us must complete a medicine form each day. If this form is not completed daily, and signed by the parent/carer, the medicine will not be administered. Details of when the last dosage was given must be reported and recorded when the child arrives at the setting. However, if the medication is a long-term arrangement, then a specific consent form may be used as well as a medical health care plan.

A full risk assessment will be carried out by the setting to make sure that we can fully support any children with short, medium and long-term medical conditions. We will work closely with parents and any other health professional to fully meet the needs of all children. Where necessary, staff will receive extra training to support children with their medical conditions and, if appropriate, learn techniques to administer medication and specific medical procedures. Every child with a specific medical need will have a robust medical care plan, which will be completed by the key person and parent and supervised by the SENCO. Where it is age, stage and ability appropriate the child's opinion will be included within their care plan.

Children will be administered the correct dose by a senior member of staff, which will be witnessed by another member of staff. They will both sign and record the time accurately.

On collecting their child, parents/carers must sign to say that they agree that the medicine has been administered.

If a child has a severe allergy and requires epinephrine (auto injector), then training must be completed by the child's key person and other staff. Unless this training is completed the child's attendance at the setting will be delayed.

Any injury to a child or parent requiring a GP or hospital visit is reported to the local office of the Health and Safety Executive and Ofsted.

We meet our legal requirements for the safety of our employees by complying with RIDDOR.

## **We report to the local office of the Health & Safety Executive:**

- any accident to a member of staff requiring treatment by a GP or hospital; or
- any dangerous occurrences (e.g. an event which does not cause an accident but might have done).

## **Medical Guidelines**

**Please refer to attached public health guidelines on:**

# First Aid, Medication and Sickness Policy



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Guidance on infection control in schools and other childcare settings.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/522337/Guidance\\_on\\_infection\\_control\\_in\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/522337/Guidance_on_infection_control_in_schools.pdf)

**The following diseases are notifiable under the Public Health (Control of Disease) Act 1984 or the Public Health (Infectious Diseases) Regulations 1988.**

- Acute encephalitis
- Acute poliomyelitis
- Anthrax
- Cholera
- Covid
- Diphtheria
- Dysentery
- Food poisoning
- Leptospirosis
- Malaria
- Measles
- Meningitis
- Meningococcal
- Pneumococcal
- Haemophilus influenzae
- Viral Meningococcal septicaemia (without meningitis)
- Mumps
- Monkey pox
- Ophthalmia neonatorum
- Paratyphoid fever
- Plague

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- Rabies
- Relapsing fever
- Rubella
- Scarlet fever
- Smallpox
- Tetanus
- Tuberculosis
- Typhoid fever
- Viral haemorrhagic fever
- Viral hepatitis
- Hepatitis A
- Hepatitis B
- Hepatitis C
- Whooping cough
- Yellow fever

## ***Leprosy is also notifiable, but directly to the Health Protection Agency @ Health Protection Agency***

At all times, at least one member of staff with a current first aid certificate (relevant to young children and infants) is on the premises at Mother Goose Nursery. At least one suitably qualified member of staff will also accompany all outings. The first aid qualification includes first aid training for infants and young children.

### **Our first aid kit:**

- complies with the Health and Safety (First Aid) Regulations 1981
- is regularly checked by a designated member of staff Jacqui Snell and re-stocked etc.
- is easily accessible to adults
- is kept out of the way of children.
- No other medical items, such as paracetamol should be kept in the first aid box.

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## Our accident book:

- is kept safely and accessible
- is known to all staff, including how to complete it
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a GP or hospital, as well as in the extremely unlikely circumstances of the death of a child or adult. Confidentiality will always be adhered to. This is a requirement of registration, from the Early Years Foundation Stage.

## Accident Procedure

All accidents of children must be recorded on the family app. All other accident must be recorded in the accident book. This is to ensure legal compliance and appropriate gathering of information needed to inform all relevant persons. Detailed records will be kept of any accidents, which will outline how the accident occurred, any injury sustained, time, treatment and follow-up process. Staff are to phone or message the parent/carers to tell them that their child has had an accident. Parents are then required to acknowledge the accident on family

Depending on the accident and impact on the child, parents will be informed immediately.

Last reviewed 4th June 2023

Review Date	Name	Position	Signature

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# Food and Drink Policy



## Statement of Intent

Mother Goose Nursery regards meal times and snacks as an important part of the day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

# Food and Drink Policy



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## Aim

At meal times and snack times, we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet the full requirements of The Early Years Foundation Stage related to healthy eating. The emphasis of the setting is on home-made food produced on the premises. All food will be prepared daily by our experienced and trained cook.

## Methods

- Before a child starts at the setting we find out from parents/carers their children's dietary needs, including any allergies. Parents/carers will be asked to supply food for children with severe allergies, to ensure they are fully protected.
- We record information about each child's dietary needs on their registration record and parents/carers sign the record to confirm that it is correct.
- We regularly consult with parents/carers to ensure that our records are up to date. Parents/carers sign the updated record to confirm this.
- We display current information about individual children's dietary needs so that all staff are fully informed.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and parents'/carers' wishes.
- We display the menus of meals/snacks for the information of parents/carers.
- We provide nutritious food at all meal times and snack times, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.

## We include the following elements in meals:

- Protein for growth, essential minerals and vitamins in raw foods, salads and fruits.
- Foods from the diet of the children's cultural background, providing children with familiar foods and introducing them to new ones.

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- Through discussion with parents/carers and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents/carers belong, plus of vegetarians and vegans and about food allergies. We take account of this information in the provision of food and drinks.



# Food and Drink Policy

- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of their diet or allergy. Staff also discuss differences with children and have conversations with children on food preferences, be they philosophical, dietary or health.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their age and stage of development and that take into account cultural eating practices.
- We always have fresh drinking water available for the children. We inform the children about how to obtain water and that they can ask for water at any time during the day. In addition, we explain why drinking water keeps them hydrated.
- In accordance with parents'/carers' wishes we offer an appropriate meal or snack to children arriving early in the morning and/or staying late.
- We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.
- For children who drink milk, we provide whole and pasteurised milk.
- For each child under two years, we provide parents/carers with daily written information about feeding routines, intake and preferences.
- Staff must never consume hot drinks when the safety of the children could be compromised, and they must ensure these are only drunk at appropriate times.
- Staff will wear aprons when serving food.

## No Nuts Policy

- At the setting we endeavour to ensure that there are no nuts or nut traces in any of our food.
- Parents/carers must confirm with Mother Goose Nursery that, if sending cakes etc. to setting for their child's birthday, they do not contain any nuts or nut traces and must list the ingredients.

# Food and Drink Policy



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## **Food safety policy**

### **purpose of policy**

Mother Goose nursery is committed to ensuring that safe and healthy practise around the storage and preparation and service of food are maintained throughout the setting. This is in order that the setting complies with the children's act 2004, the food safety and hygiene regulations 2013, food Safety Act 1990, FSA and the general food regulations 2004.

### **Who is responsible**

It is the responsibility of the manager to ensure that all members of staff are fully trained in food hygiene and that all members of staff understand and implement the policies. It is responsibility of all members of staff to ensure that safe practise are maintained in the preparation and storage of food and that all food hygiene practises comply with the relevant legislations, training And policy.

### **How will this policy be implemented**

Detailed procedures exist to ensure that there is a high standard of health and safety in all aspects of food handling. The policy, and the methods of implementation will be continuously monitored and the policy will be reviewed at least annually.

### **Procedure**

#### **Personal hygiene**

the setting has a high standard of personal hygiene for all members of staff involved in handling and preparation of food,(please see personal hygiene policy and procedure for further information). Members of staff will be responsible to ensure that any children involved with preparation of snack following strict hygiene procedures. In addition any person showing signs of ill health will not be permitted to handle food.

#### **Identification and handling of high risk foods**

Where high risk foods have been identified, the member of staff responsible for handling and preparation will identify the potential hazards associated with them and document how they are to be handled and prepared safely in order to prevent ill health and cross contamination

#### **Temperature control**

It is the policy of Mother Goose nursery to ensure that any and all foods are stored accordingly to safe food handling practises and are at the correct temperature in order to prevent the growth of multiplication of food poisoning organisms, to reduce the rate of food spoilage and to ensure that food quality is maintained. It is the policy of Mother Goose

nursery to cheque and record fridge temperatures on a daily basis to ensure that the correct temperature is maintained.

## **Food safety policy-hygiene standards**

### **Purpose of this policy**

The purpose of this section of the food hygiene policy is to ensure that the food hygiene procedure for Mother Goose nurseries followed and that people handling food maintain a high standard of hygiene in order to minimise health risks to themselves and others.

### **Who is responsible**

All members of staff have a responsibility to ensure that the following personal hygiene procedures for Mother Goose nursery and that they themselves maintain a high level of personal hygiene.

All members of staff have a responsibility to ensure that children in the setting maintain a high level of personal hygiene whilst in the setting and especially if they are to be involved in food handling.

### **How will the policy be implemented**

All staff and visitors must have heard to Mother Goose nursery no smoking/vaping policy.

Food handlers, including children, should wash their hands regularly especially:

- after visiting the toilet
- when entering the kitchen area
- between handling raw and cooked food
- after eating, coughing, sneezing, blowing nose etc
- after handling waste food or rubbish
- after handling cleaning materials
- after outside activities
- in addition, all members of staff must wash their hands thoroughly when returning to the setting after a break.
- fingernails should be kept short and clean, food handlers, including children, should not wear nail varnish as this may contaminate the food.
- when preparing food, members of staff should not chew gum or sweets and must never taste the food being prepared by sticking fingers in or eating off cooking utensils. This is particularly relevant when children are involved in cooking activities.
- any cut spots or sores on the hands and arms must be covered completely with a blue waterproof dressing. Staff should cheque children's hands before they participate in activities involving food.
- Staff should avoid wearing jewellery, especially rings, watches and bracelets.

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in addition to these portions, it is the responsibility of each member of staff to ensure that the following clothing precautions are taken when they all the children are handling food.

- It is the policy of Mother Goose nursery to provide all members of staff with disposable, plastic aprons to wear when preparing food.
- Set for aprons should be provided for children where they are involved in cooking activities these aprons are separate from those that they wear when participating in arts and crafts activities. It is the policy of my producer nursery to ensure that these aprons are washed after each cooking activity.
- No outdoor equipment or clothing should be brought into the food preparation area and all protective clothing should be removed when leaving the premises.
- When preparing food staff should avoid touching their hair and face where possible, how should we tie back. Members of staff should wash their hands after touching their hair and face

members of staff should report any symptoms of being unwell, IE. Diarrhoea, vomiting, fever, etc affecting either themselves, or the children to management. Staff Should under no circumstances continue to prepare food if they are feeling unwell. When a parent notifies the setting that their child is suffering from any of the symptoms the staff member receiving the information should notify management. The management should enter the details into the concerns book and notify all staff and parents especially if there is more than one child showing symptoms. All members of staff should refer to the sickness policy for information on excluding guidelines for children under no circumstances should a child be involved in food handling activities if they are unwell.

## identification and handling of high food risk

### Purpose of the policy

The purpose of this policy is to enable members of staff to identify high risk foods that may be used within Mother Goose nursery and to identify the controls required to ensure that these foods remains safe from consumption by children and members of staff.

### Who is responsible?

It is the responsibility of the manager to ensure that any high-risk foods have been identified and adequate control measures have been identified and applied. The manager is also responsible for ensuring that all members of staff involved in food handling have been appropriately trained. All members of staff have the responsibility to ensure that they apply the identified controls to high risk foods: all members of staff also have the responsibility to ensure that the temperatures of the fridge/freezers is monitored and recorded and remain within the specified limits.

### **How will this section of the policy be implemented?**

All members of staff involved in food handling will undergo appropriate training in accordance with the food safety regulations of 1995, and this will be documented on their development plans and all certificates will be put in their staff profile. It is the policy of Mother Goose nursery to give all members of staff the opportunity to attend food hygiene training as part of their court training programme.

Hazard analysis should be carried out for each of the following high food risks:

- All cooked meat and poultry
- cooked meat products, including gravy
- milk, cream, butter, custard and dairy products
- cooked eggs and products made from eggs
- cooked rice

Due to the possibility of children having nut allergies, it is the policy of Mother Goose nursery that the nursery will be nut free.

### **Temperature controls:**

It is the policy at mother Goose nursery to ensure that any and all foods are stored according to safe food handling practises and at the correct temperature in order to prevent the growth and multiplication of food poisoning organisms, to reduce the rate of food spoilage and to ensure that food quality is maintained. Fridge temperatures are checked and recorded on a daily basis to ensure the correct temperature is being upheld. All members of staff have the responsibility to ensure that the fridge/freezer temperatures are checked on a daily basis to ensure that any food that requires to be refrigerated or frozen is being stored out of the danger zone of five degrees to 63 degrees Celsius.

### **Cleaning of food preparation areas**

#### **Purpose of this policy**

The purpose of this section of the food safety policy is to ensure that all areas of Mongoose nursery that I use for food preparation are kept clean and tidy in order to minimise food related risks and hazards.

#### **Who is responsible?**

It is the responsibility of the manager to ensure that all cleaning schedules and food preparation areas are accessible and available to all members of staff.

It is the responsibility of the members of staff preparing the food to ensure that the food preparation area is clean and tidy according to the settings policy.

#### **How is this policy to be implemented**

Manager of Mother Goose nursery will devise a cleaning schedule that should be followed by all members of staff, this schedule will include

- what is to be cleaned

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- how often it should be cleaned
- method of cleaning
- who is responsible

all members of staff should be aware of the importance of keeping food preparation areas clean and tidy.

The cleaning schedule should be kept on a wall of the food preparation area and the member of staff cleaning the area should complete the schedule, sign and date it.

The manager is responsible for checking that the cleaning schedule has been completed and signed and dated the schedule once per week to confirm that the required tasks have been completed.

## Fridges and freezers

All members of staff have a responsibility to ensure that the fridge is cleaned at least once per week, items in the fridge should be checked daily for freshness and items should not be kept in the fridge when they are past their best before date. Cleaning of the fridge should include:

- taking out the shelf and drawers and cleaning them with warm soapy water
- cleaning the inside walls top and bottom of the fridge with antibacterial cleaner
- cleaning the seals around the fridge door to ensure that there are no spillages or stains
- freezers are to be defrosted and kept clean once per month following the same guidelines as the fridge

## Cross contamination

### Purpose of this policy

Manager has the responsibility to ensure that cross contamination controls are documented and that all members of staff are aware of them.

All members of staff have the responsibility to ensure the correct implementation of cross contamination controls.

### How is the policy to be implemented

Cross contamination of food can occur in the following ways:

- buy ready to eat food coming into contact with raw food.
- I'm ready to eat food being prepared on services which are unclean or have been used in the preparation of other food.
- Through poor hygiene practise
- by pests

the manager should ensure the appropriate controls are in place to prevent cross contamination and that these controls are documented in a cross contamination-risk and control forms

all staff should be familiar with the cross contamination-risk and control forms and should ensure that the documentation controls are implemented

the cross contamination-risks and controls forms should be kept in the food safety file

all members of staff should ensure that the cleaning arrangements section of this policy is adhered to

All staff should maintain high standards of personal hygiene, please see the personal hygiene section of this policy for further information.

Reviewed 4<sup>th</sup> June 2023

# Food and Drink Policy



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Requirements

requirements

and

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Review Date	Name	Position	Signature




<b>Review Date</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>

# Food and Drink Policy



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# Health and Safety Policy



# Health and Safety Policy



Safeguarding and Welfare Requirements / 3.54, 3.55,

3.64, 3.65, 3.66

Mother Goose Nursery believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents/carers and staff.

## Aim

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

## Methods

The member of staff responsible for health and safety is: **Jacqui Snell**

This person is competent to carry out these responsibilities. They have undertaken health and safety training and receive regular updates to their knowledge and understanding.

The necessary health and safety poster is displayed on the: **Parents board in the reception area**

## Risk Assessment

**The risk assessment process includes the following:**

- Checking for hazards and risks indoors and outside, and in our activities and procedures.
- The assessment covers adults and children.
- Deciding which area needs attention.
- Developing a plan that specifies the action required including timescales. It also details the person responsible for the action.

We keep detailed written risk assessments and these are reviewed regularly and at least annually.

**We maintain lists of health and safety issues that are checked:**

- daily before the session begins
- weekly
- termly – when a full risk assessment is carried out.

## Insurance Cover

We have public liability insurance and employers' liability insurance.

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The certificate is displayed in the: **Reception area**

## **Awareness Raising**

### **The risk assessment process includes the following:**

Our induction training for staff includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

Records are kept of these induction training sessions and new staff sign the records to confirm that they have taken part.

Mother Goose Nursery has a no smoking policy.

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

### **Children's safety and security whilst at the setting is vitally important and is the responsibility of each staff member.**

Only people who have been checked for criminal records by an enhanced disclosure from the CRB/DBS and are registered with Ofsted as a child carer have unsupervised access to the children, including helping them with toileting.

- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- At least two adults are present whenever children are on the premises.

## **Security**

**Systems are in place for the safe arrival and departure of children. There is also a system in place to ensure security in the outside areas of the setting.**

- The times of the children's arrival and departure are recorded.
- Staff count and sign to ensure they are fully aware of the number of children in their care before and after outside play.
- Staff keep a running tally to ensure they are aware of all children in their care at any given time; this includes visits from another room and settling-in visits.
- The arrival and departure times of staff are recorded.

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Safeguarding and Welfare Requirements / 3.54, 3.55,

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- Our systems prevent unauthorised access to our premises.

## Doors/Gates

- We take precautions to prevent children's fingers from being trapped in doors and, where possible, use door guards.
- Where applicable door handles are raised to ensure adults only can operate the door.
- Entrance to the setting will only be granted by a member of staff opening the door or by a member of staff viewing a recognised parent/carer on the entrance camera and buzzing them in.
- Garden gates are secure and supervised whilst children are outside.

## Outside Play

It is the responsibility of each staff member to ensure outdoor play is a secure, happy and engaging learning environment.

Staff are to be deployed at key points during outside play to enhance the children's play experience, and to enable the children to participate in appropriate age/age related activities safely.

Children are counted in to and out of the garden areas to ensure no child is unaccounted for.

- The outdoor area is securely fenced.
- The outdoor area is checked for safety and cleared of rubbish/foreign bodies before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides, and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing with it.
- The outdoor sand pit is covered when not in use.

All outdoor activities are supervised at all times.

## Floors

All surfaces are checked daily to ensure they are clean and not uneven or damaged. All staff receive training in slips, trips and falls and any accidents that occur are recorded, monitored and assessed.

# Health and Safety Policy



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## **Kitchen**

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non-porous.
- All non-catering staff entering the kitchen must wear a disposable apron.
- Blue disposable gloves are to be worn by non-catering staff when preparing food.
- There are separate facilities for hand washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Only kitchen-appropriate cleaners are stored in this area.
- Visitors to the kitchen should wear a plastic apron and hair net.

When children take part in cooking activities, they are supervised at all times. They are kept away from hot surfaces and hot water and do not have unsupervised access to electrical equipment.

## **Electrical/Gas Equipment**

- All electrical equipment conforms to safety requirements and is checked regularly.
- The boiler/electrical switchgear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation are adequate in all areas including storage areas.

## **Storage**

- All resources and materials that children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

# Health and Safety Policy



*Safeguarding and Welfare Requirements / 3.54, 3.55,*

*3.64, 3.65, 3.66*

## **Hygiene**

At Mother Goose Nursery we regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.

- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting, which includes children's rooms, kitchen, staff room, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.

## **We implement good hygiene practices by:**

- cleaning tables between activities
- checking toilets regularly
- wearing protective clothing such as aprons and disposable gloves as appropriate
- providing sets of clean clothes
- providing tissues and wipes
- ensuring sole use of flannels and bedding.

## **Activities**

- Before purchasing equipment and resources, the setting staff will check to ensure that they are safe for the age and stage of the children currently attending the setting.
- The layout of play equipment allows adults and children to safely and freely move between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.



# Health and Safety Policy



Safeguarding  
and Welfare

*Requirements / 3.54, 3.55, 3.64, 3.65, 3.66*

- Children who are sleeping are checked every five minutes and this is recorded.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

## Food and Drink

- Staff who prepare and handle food receive appropriate training.
- They understand and comply with food safety and hygiene regulations.
- All food and drink is stored appropriately.
- Adults do not usually drink hot drinks in the play areas and at no time is a hot drink placed within reach of children.
- Snack and meal times are appropriately supervised and children do not walk about with food and drink.
- Staff actively engage with children whilst they have their meals, making the meal time a positive experience.
- Children are encouraged to serve themselves food and drink as appropriate to their age/stage of development.
- Fresh drinking water is always available to the children.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.
- Babies' milk is checked and signed to ensure they receive their correct formula/ bottle.

## Outings and Visits

**Mother Goose Nursery has agreed procedures for the safe conduct of outings:**

- A risk assessment is carried out before an outing takes place.
- Parents/carers always sign consent forms before major outings and have given consent to local outings.
- Our adult to child ratio is high, normally one adult to two/three children, depending on their age.
- Children are appropriately supervised to ensure no child gets lost and that no other person has unauthorised access to them.

# Health and Safety Policy



Safeguarding and Welfare Requirements / 3.54, 3.55,

3.64, 3.65, 3.66

- Records are kept of the vehicles used to transport children, with named drivers, and we provide appropriate insurance cover.
- For children remaining at the setting the correct ratios are maintained.

## Animals

- Animals visiting the setting are free from disease, safe to be with children and do not pose a health risk.
- From time to time the setting may keep small, non-furry animals, such as fish, giant snails or stick insects. This promotes good animal husbandry and discussion regarding responsibility of care.

## Fire Safety

All staff are aware of the location of all fire exits, the fire meeting point and where all the fire safety equipment is stored.

All children according to their age and stage ability must be made aware of the setting's fire safety procedures. These should be discussed with new children and followed up by regular reminders. If applicable, children should be aware of the location of the safe meeting point.

- Fire doors and exits are clearly marked; they must never be obstructed and must open easily from the inside.
- Fire exits should be closed, but never locked while people are in the building. Fire extinguishers and fire alarms should be tested regularly as per the fire officer's instruction.
- The manager is responsible for either arranging fire drills or appointing a fire safety officer to do so. Fire drills will take place every two months and staff will be informed when this is going to happen.
- On occasion, fire drills will take place without prior notice.
- The drills may include non-exit routes to ensure a more realistic situation.
- All drills, equipment checks and fire incidents must be recorded in the fire book and available for inspection.

# Health and Safety Policy



Safeguarding  
and Welfare

*Requirements / 3.54, 3.55, 3.64, 3.65, 3.66*

## Fire Prevention

**Mother Goose Nursery will take steps to prevent fires occurring. The manager and staff must ensure the following:**

- That power points or sockets are not overloaded with plugs.
- That the no smoking policy is adhered to.
- That wiring is not frayed or damaged and that fuses are checked.
- That all electrical appliances are unplugged before leaving the building.
- That all electrical appliances are checked before use to ensure safety.
- All electrical appliances must have an annual PAT certificate.
- That flammable materials are stored safely.
- The manager will discuss with new staff, volunteers and students fire safety within their induction.

## In the Event of a Fire

A member of staff should raise the alarm and the emergency services should be called at the earliest opportunity.

All the children will be immediately escorted off the premises to a safe meeting point using the nearest fire exit. All personal belongings must be left behind and nobody must re-enter the building at any time. This is clearly outlined in our fire procedure, which is displayed throughout the setting.

A register of the children and staff will be taken. If a person is missing from the register, the emergency services will be informed immediately.

If for any reason the designated fire safety officer is absent at the time of an incident, the manager will assume responsibility.



# Health and Safety Policy



Safeguarding  
and Welfare

Requirements / 3.54, 3.55, 3.64, 3.65, 3.66

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Review Date	Name	Position	Signature

# Health and Safety Policy



Safeguarding and Welfare Requirements / 3.54, 3.55,

3.64, 3.65, 3.66




# Incident Procedure



*Safeguarding and Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8, 3.50, 3.51, 3.73*

Incidents are to be log on to the family app. This is to document any incidents that cannot be described as an accident.

If a child arrives at the setting with a recent injury that occurred at home (such as a cut, bump, or burn) this must be written up on to the family app with the parents' account of the injury and the parent must acknowledge before they leave the child. Professional discretion must be used regarding this. If the injury is noticed when the parent has left, the parent



must be called straight away. Once the parent has explain the incident it is to be log on to the famly app

**Any incident involving one child harming another child will be documented on the famly app**

- **The child who caused the incident will need to be documented on to famly and acknowledge by the parent/carer.**
- **The child who was harmed should have a record of this written up as an incident on famly and their parent needs to acknowledge this.**

Incidents could include biting, pinching, pulling hair, hitting, kicking, spitting etc. (this is not a definitive list).

If one child has caused an injury to another child, we will explain the nature of the injury caused and how we dealt with the incident. We will not name the child on famly, in accordance with our confidentiality policy, and parents should not ask for this information as educators are not permitted to discuss a child with another parent.

The manager will need to acknowledge a confirmation of the entry.

Any serious incidents need to be brought to the attention of the manager immediately and recorded in the manager’s book. For example, unreported markings on a child, a child verbalising something unusual or displaying unusual behaviour. This information is confidential and documented information must be kept in a lockable place.

If appropriate the manager will speak to the parents/carers of a child or report to the authorities.

Other examples of incidents might involve adults only, such as a person seen loitering near the premises etc. This must be detailed and if persistent or serious cause for concern, the police notified.



## Incident Procedure

*Safeguarding and Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8, 3.50, 3.51, 3.73*

Review Date	Name	Position	Signature
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# Inclusion and Disabilities Policy



# Inclusion and Disabilities Policy



Safeguarding and Welfare

*Requirements / 3.67, 3.68, 3.69, 3.70, 3.72*

Mother Goose Nursery is committed to the integration of children with special needs. All children have the right to be educated and develop to their full potential alongside each other. It is a positive experience to be able to share the same opportunities and overcome any difficulties together.

This policy is in line with:

The Children and Families Act 2014

Special Educational Needs and Disability Regulations 2014

We also have read and understood key local authority special needs and disability guidance and/or information that has been provided. We make sure that we adhere to local guidance and our intention is to seek support, if necessary.

## Aims

- To recognise any special needs a child may have and ensure all staff are aware of the above legislation and guidance.
- To employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with special needs.
- To assess each child's specific needs and adapt our facilities if possible.
- To liaise with other agencies including health and education authorities and seek advice, support and training.
- To make sure that at the earliest opportunity, children who need support are identified.
- To make sure good use is made of observing children and recording their development.
- To robustly track children's learning and development, to ascertain if they are progressing well.
- To make sure that each two-year-old's development has been recorded via the two-year progress check and support has been identified if need be.
- To ensure that all children are treated as equals and are encouraged to take part in every aspect of the setting day.
- To promote positive images of those with special needs wherever possible.
- To monitor and record the child's progress and regularly review their changing needs.

*Safeguarding and Welfare Requirements / 3.67, 3.68, 3.69, 3.70, 3.72*

- To provide adequate resources to support their learning.

# Inclusion and Disabilities Policy



- To provide suitable help for the child in setting whilst ensuring that they receive a broad and balanced curriculum.
- To involve parents/carers as early as possible and ask for their support in assisting the child at home.
- To build a partnership with support services for the benefit of those children with special educational needs and disability (SEND) in our setting.
- To make sure that staff are extra vigilant when working with children with special educational needs and disability, in terms of safeguarding and child protection

## Access to the Curriculum

**Mother Goose Nursery recognises that the extent to which a learning difficulty influences a child's development depends not only on the severity but also:**

- the extent to which their environment supports them in coping with their difficulties;
- the child's motivation;
- appropriateness of learning resources;
- appropriateness of the setting's curriculum, content and delivery.

## For these reasons our setting:

- considers the needs of children with SEND at all stages of curriculum development;
- works closely with special support agencies;
- ensures that there is an appropriate range of teaching strategies and approaches;
- investigates, with advice from specialist support agencies, the appropriateness and availability of any equipment that may be required to facilitate access to the curriculum;
- coordinates support available both from within the setting's resources and from external agencies to most effectively enable access for children with SEND.

# Inclusion and Disabilities Policy



Safeguarding and Welfare

Requirements / 3.67, 3.68, 3.69, 3.70, 3.72

## Role of the Person Responsible for SEND

### The SENCO is responsible for:

- day-to-day operations of the setting's SEND policy;
- liaising with and advising fellow members of staff;
- co-ordinating provision for children with SEND across the setting;
- maintaining a SEND register and overseeing the records of all children with special educational needs;
- liaising with external agencies e.g. portage and health visitors;
- making existing and new members of staff aware of SEND policies and procedures;
- ensuring that documents are in place, such as the education, health and care plans.

Mother Goose Nursery believes that all children have a right to experience and develop alongside their peers. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The setting is committed to working alongside parents/carers in the provision of their child's individual needs in order to enable us to help their child develop to their full potential.

All children with special needs/disabilities have a right to a broad and well-balanced education.

### **We feel it is paramount to find out as much as possible about a particular child's needs, and the way that these affect their educational needs, by:**

- liaison with child's parents/carers;
- liaison with any professional agencies and specialist professional colleagues;
- reading any reports that have been prepared;
- attending any review meetings with the local authority;
- regular monitoring of observations undertaken on the child's development.



# Inclusion and Disabilities Policy



Safeguarding and Welfare

Requirements / 3.67, 3.68, 3.69, 3.70, 3.72

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Review Date	Name	Position	Signature






Requirements / 3.67, 3.68, 3.69, 3.70, 3.72

# Information Communication and Technology Policy



- Mother Goose Nursery is registered with the Information Commissioner's Office to ensure compliance.
- The Internet will only be used by authorised individuals.
- The Internet will only be used for business purposes.
- All Internet usage will be logged and this information will be made available to a user's manager on request.
- Any computer connected to the Internet will run the latest version of anti-virus software.
- It is the responsibility of the computer user to ensure that anti-virus software is updated whenever a new release is made available.
- Users will not browse, download or send material that could be considered offensive to colleagues.
- It is the user's responsibility to ensure that any software downloaded from the Internet is adequately licensed.
- Users are reminded that the use of non-standard screen savers is not permitted.
- Staff are to be reminded of how they use social media outside of the setting for their own personal use.
- Failure to comply with the Internet Usage Policy will result in disciplinary action.
- We use the following filters and monitoring systems which are in place to protect children from harmful online material: **We use adult led only supervision when the children use the ICT equipment. We use filters such as kidzilla to filter appropriate contents as a safety precaution. We also have monthly checks on all our ICT equipment to ensure all access is monitored effectively.**

## Information Communication and Technology Policy



Review Date	Name	Position	Signature
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# Involving and Consulting Children Policy



Consulting with children is good practice and is beneficial not only to the setting as a whole but also to the children and staff.

Mother Goose Nursery commitment stems from “listening to children” - articles 12 and 13 from the United Nations Convention on the Rights of the Child.

**These state that:**

- A child’s opinion should be taken into account on anything that affects them.
- Children should have information disseminated in a way that enables them to make choices and decisions.

Children learn new skills from consultation such as, listening, negotiation, sharing and understanding. It helps them understand how decisions are made and the importance and value of their opinion.

There are many benefits of approaching planning in this way. Children feel that they have ownership in their setting, which can result in better behaviour. This is largely due to the fact children will feel that they are working in partnership and that the setting provides activities for their needs and interests.

**All children will be consulted and listened to on a regular basis; the consultation will be done in the following formats:**

- Taking notice of what the children say in everyday conversations.
- Observing and monitoring body language and behaviour.
- Through drama and role play.
- Through play and visual aids.
- Question and answer sessions.

We actively support children to have a voice, which is age, stage and ability appropriate. Listening to children is central to our values. Included within this, children have the right to say no and we use scenarios and discussions with children to give them the tools to protect themselves within the setting, online and outside of the setting.

The type of decision and the level of involvement from the children will be assessed by the appropriateness and the maturity of the children. However, it is important to involve the children as much as possible in decision making.

The consultations will be monitored and outcomes noted, so that the children can see their opinions are regularly acted upon. If consultation is seen to be inappropriate there will be an explanation as to why that has been decided.



# Involving and Consulting Children Policy

Review Date	Name	Position	Signature




**MEMBER REVIEW FORM (FOR NEW MEMBERS ONLY)**

Review Date	Name	Position	Signature






# Key Person Policy



## **What is a key person?**

A key person is a named member of staff assigned to an individual child to support their development and act as the key point of contact with the child's parents/carers. This is their named member of staff with whom a child has more contact than other adults. The key person has special responsibilities for working with small number of children. Our key person system enables children to relate to one special adult right from the settling-in stage. Each member of staff has responsibility for a small group of children. Records and observations are made, and individual needs can be incorporated into the setting's curriculum. The key person also maintains links with parents/carers and outside agencies, sharing information on children's unique needs and achievements. At Mother Goose Nursery we understand that children reach their full potential by having good home-setting links. Therefore, as part of our philosophy we make sure that every child has their own key person.

## **What is the key person approach (KPA)**

Every child deserves to be special to someone and the key person approach recognises this. The key person approaches one of the vital principles in the early years foundation stage and is now a statutory requirement of the framework. It is a receptacle relationship between a member of staff, individual child and their family. It provides the child with a sense of security so that they feel confident to explore their world and form further friendships.

The key person has an invisible elastic thread of attachment to their child, holding them in mind throughout their time at nursery. It does not mean that they shadow or cling to the child or that they have to manage on their own.

### **When the child is settling at Mother Goose Nursery:**

- The key person will be available during settling in visits as much as possible during the ongoing session.
- We will be flexible and support the induction. That is sensitive to the individual needs of each child.



## Meeting the requirements of the early years foundation stage (EYFS)

- Each child will be assigned a key person who will help them become familiar with their surroundings, to feel confident and safe within it, and to develop a genuine bond with the child and immediate family that forms the basis of a settled, close relationship. If a child does not bond with their initial key person this will be changed to the practitioner, they develop a relationship with the best.
- The key person will meet the needs of each child and respond sensitively to their feelings, behaviour and ideas.
- A child's pattern of attendance will be considered when appointing a key person.
- The nursery will identify a key person by name and photograph on display in each room.

The key person will;

- Actively build positive relationships with clear lines of communication between children and their families.
- Observe and plan for children's likes, interests and individual needs. By doing this the keyperson will focus on scaffolding the child's learning.
- Ensure that children's physical needs are met sensitively.
- Develop a secure and trusting relationship by learning keywords in a child's first language or acknowledge their sounds and gestures.
- Share the child's learning journey on family app regularly with the parents and value the written or verbal contributions.
- support them in how to use the family app
- To have regular contributions from the parents on the children's interests and learning at home to help inform their planning.
- Support a child through transitional periods when changing settings or starting school or during key milestone periods.
- Develop trust to enable children's independence
- plan for all shared communications and transfer of documents when transition to a new key person or setting/school.

### What happens when the key person is absent?

Each key person is paired with a 'buddy' who takes the role of the key person in their absence with the support of the other staff. It is part of the key persons role to ensure that the buddy and the other staff are aware of the child's needs.

**How the keyperson supports the buddy:**

- To be provided with adequate information by the key person, to ensure continuation of high standard of care for the children in the absence of their special person.
- To have the support of the other team members if necessary, when carrying out both a keepers and Anna body roll and to be able to ask for help when needed.

**The nursery will;**

- Ensure that the child's key persons are available during new situations, or at times of anxiety or illness
- Provide regular support for key persons with their supervisor or during staff meetings to ensure that there is time to reflect on issues or concerns of children and their families.
- Hold three parent's evenings a year using an appointment system to ensure that every family has time for discussion with their assigned key person.



# Key Person Policy

*Safeguarding and Welfare Requirements / 3.27*

Review Date	Name	Position	Signature


*Safeguarding and Welfare Requirements / 3.27*

<b>Review Date</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>






# Lock down Procedure

## Mother Goose Lockdown procedure

**Policy aim:** - Lockdown procedures should be seen as a sensible and important response to any external incident which has the potential to pose a threat to the safety of the children and adults in the setting.

Lockdown procedures may be activated in response to any number of situations but some of the more typical might be;



- A reported incident or disturbance in the local community (with the potential to pose a risk to children and adults in the setting).
- An intruder onsite (with the potential to pose a risk to children and adults in the setting).
- A major fire in the vicinity of the setting.
- The close proximity of a dangerous animal.
- In instances where staff, students or volunteer from within the setting becomes a threat to the wellbeing of others.
- In instance including domestic parties are attempting to abduct children.

A lockdown will be initiated by the code phrase "lockdown, lockdown, lockdown".

(All staff to be advised). This is clearly distinguished from the fire alarm which is a continuous ring.

Lockdown procedures will be practised from time to time so that staff and children are familiar with them.

During a lockdown - we will follow the **CLOSE** procedure:

**C**lose all doors and windows.

**L**ock up.

**O**ut of sight and minimise movement.

**S**tay silent and avoid drawing any attention.

**E**ndure. Beware that you may be in lockdown for some time.

**Lockdown areas;**

**Toddler room -**

- Back gate if threat from above.
- Up the stairs if threat from the garden, up to the staff room.
- If you can't use either of the above, then into the ceiler, lock yourself away.

**Pre-school -**



- If threat from the main door then upstairs to the staff room and lock yourself away or the garden and out the back gate.
- If threat from the garden then upstairs to the staff room and lock yourself away or out the front door.

### **Partial lockdown.**

A partial lockdown is a precaution aimed to keep children and staff safe while remaining indoors. This may be as a result of a reported incident/civil disturbance in the local community with the potential to pose a risk to the children and staff in the setting. It may also be as a result to a warning being received regarding the risk of air pollution etc. In a partial lockdown staff and children should remain in the building and all doors leading outside should be locked. **No-one should be allowed to enter or leave the building;** however, the setting can continue inside as usual.

### **What usually happens during a partial lockdown;**

- All outside activity to be ceased immediately, children and staff to return to building. (There needs to be a means of communicating the alert to all staff). All children and staff should remain in the building and external doors and windows should be closed and locked.
- Free movement may be permitted within the building dependent upon circumstances.
- In the event of an air pollution or chemical, biological or radiological contaminants issue all air vents, fans and heating systems should be turned off.
- Seal up all the cracks around the door and air vents into the room - aim to minimise possible access points of pollutants.

### **Full lockdown.**

This signifies an immediate threat to the setting and may be an escalation of a partial lockdown.

### **Immediate action.**

- All children and staff should return to or stay in the building.
- All external doors should be locked.
- Lock all windows, draw blinds/curtains, cover internal windows (so intruder cannot see in).
- Staff and children to sit quietly out of sight and where possible in a location that would protect them from harm such as gunfire (bullets can go through glass, brick, wood and metal). Consider locations behind substantial brickwork or heavy reinforced walls.
- Turn off all lights and electric objects off.
- Turn all mobile phones onto silent mode so they don't give away your position.
- A register should be taken and head count of staff and children.

- Children should not be released to parents during a lockdown and staff should not leave the premises unless instructed to do so.

### **Mother goose procedure for full lockdown.**

#### **Parents should NOT;**

- Contact the setting during lockdown as may block the telephone lines that are needed for contacting emergency services.
- Come to the setting during lockdown as this may place themselves and others in danger.

All staff have been told to be vigilant and if they see something which is likely to cause harm, to immediately radio on the walkie talkie or shout "**lockdown, lockdown, lockdown**" so everyone can hear, alerting all staff outside by doing the same. Count the children as they come inside, checking the total with the register. Immediately check the garden if any children are found to be missing.

- All windows, doors to be shut and locked, blinds/curtains to be closed and all lights turned off.
- All staff and children to go to the most appropriate room, checking each area as they go making sure they are empty and locking doors behind them if needed, grabbing the lockdown bag on the way.
- Head count to be taken immediately for staff and children, if a child is found to be missing the most senior staff member to go and search the building bring them back to where they need to be.
- Staff to sit with the children keeping them as calm as possible.
- Mother Goose phone in lockdown bag along with a list of parent's contacts.
- Phones to be placed on silent mode - walkie talkies to be turned down low or off.
- Manger or most senior to call **999** and follow instructions.
- If a group are out on an outing when the incident occurs, a staff member to call them and tell them **NOT** to return until told to and the all clear is given. If safe to do so, the group should stay where they are e.g. library/park. If on way back to the nurse, to **STOP** and go back to the venue and stay there until advised otherwise. This group will have a phone and a list of parent contacts. The staff member will ring the police for advice. On being told to do so by the police, the staff member will contact the parents and notify them of the incident. If safe to do so, we will suggest to the parent to collect their child from the venue. If not, the group will remain there until it was safe to leave and return to Mother Goose Nursery.
- Children and staff to remain in their lockdown areas until told otherwise by the authorities, supporting the children and each other for as long as necessary.
- On being told it is safe to leave lockdown, we would notify the parents of the incident. The manger or senior person would then man the telephone to receive incoming calls.



### After lockdown has taken place;

- A letter /email to all parents will be sent home as soon as possible following any serious incident to inform the parents of context of lockdown.
- Following the need for lockdown, the manger will create a full record of the event. Policies and procedures will be reviewed as soon as possible to identify any areas for potential development.
- A notification of significant incident will be made to Ofsted within 14 days (preferably as soon as possible after the incident).



## Lock down Policy

*Safeguarding and Welfare Requirements / 3.27*

Review Date	Name	Position	Signature



# Lost Child Procedure



## Outing

**In the unlikely event that a child is lost whilst on a Mother Goose Nursery outing the procedure is as follows:**

- Immediately look for the child in the last known location, shouting their name and involving others in the search, whilst staff ensure the safety of the remaining children.
- Contact the police, giving the child's description (including clothing) and advise them that the child should be wearing a badge containing the setting's details. The parents'/carers' contact details must also be given.
- Inform the setting, letting them know that the police and the setting will contact the parents/carer.
- The setting owner must be informed.
- One member of staff is to stay where the child was seen last, while the rest of the staff and children return to the setting.

It is imperative that staff ensure that all children are wearing a setting identity badge before they leave for any outing. Staff should also have a list of the names of all children they are taking and their personal details.

**A full incident log will need to be recorded and Ofsted informed.**

## Setting

**If a child leaves the premises and/or is lost within the setting, the procedure is as follows:**

- Staff should thoroughly check the premises and the outside area of the site.
- Contact the police, giving the child's description (including clothing). The parents'/carers' contact details must also be given.
- Contact the parents/carers, talk to them calmly and give factual information.
- The setting owner must be informed.
- Children at the setting will need to be supervised by a minimum number of staff, while the rest of the staff search the area.

**A full incident log will need to be recorded and Ofsted informed.**

# Lost Child Procedure





Review Date	Name	Position	Signature



*Safeguarding and Welfare Requirements / 3.55, 3.64, 3.65, 3.73*

Review Date	Name	Position	Signature



# Manual handling policy

## Mother Goose Nursery manual handling policies

At Mother Goose Nursery we recognise that staff need to carry out manual handling especially in relation to lifting children. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nursery's manual handling policy. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury. We know that lifting and carrying children is different to carrying static loads and therefore our manual handling training on noodle now reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

### **Preventing injuries**

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff

must carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out.
- The load to be moved (including moving children)
- The environment in which handling takes place.
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling to reduce the risk of injury.

#### Planning and procedure

- Think about the task to be performed and plan the lift.
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads.
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring.
- Lighting should be adequate.



- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers.
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

### Carrying children

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting.
- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the child a long distance.
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms.
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you.
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant staff members will not carry children.

### Position

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

### Lifting

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight.

- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip.
- Keep the shoulders level, without twisting or turning from the hips.
- Try to grip with the hands around the base of the load.
- Bring the load to waist height, keeping the lift as smooth as possible.

#### Moving the child or load

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting.
- Avoid crushing fingers or toes as you put the child or load down.
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

#### The task

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting.
- Ensure that the task is well designed and that procedures are followed.
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying.
- Minimise repetitive actions by re-designing and rotating tasks.
- Ensure that there are adequate rest periods and breaks between tasks.
- Plan ahead – use teamwork where the load is too heavy for one person.

#### The environment

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.



## The individual

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and age/stage appropriate encourage children to use ladders up to the changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process



## Manual handling policy

*Safeguarding and Welfare Requirements / 3.27, 3.68, 3.72, 3.73*

Review Date	Name	Position	Signature


# Moving Room Procedure / Transitions



*Safeguarding and Welfare Requirements / 3.27, 3.68, 3.72, 3.73*

- As a place in the next room becomes vacant, a date is decided for settling in another child.
- The setting manager will see if there is a child in a room 'below' ready to move up. This may not necessarily be the oldest child; it may be the child most ready to move. This will be discussed with the room staff.



- Two weeks before the settling-in date the parents/carers will be notified verbally of the move and this will be confirmed by letter with new key person details.
- Discussion time is available, if necessary.
- One week before the settling date, a mutually convenient time will be arranged for the parents to be introduced to the new room and staff. 'Old' staff will not stay for this meeting. They will introduce and leave 'new' staff to explain routines etc.
- Parents will not be asked to attend a parents' evening before their child moves rooms unless one is due shortly.
- A parents' evening is arranged every six months to discuss development. However, if a parent/carer or member of staff would like to meet outside this time frame, this can be arranged.
- The previous key person will have a private handover with the new key person just before the child moves up, which will include information about diet, sleep, comforter, key words etc. This is so nothing gets forgotten and will help settle the child into the new room as easily as possible.
- Staff must ensure the recording of the child's learning and development is up to date and passed on to the new key person.



## Moving Room Procedure / Transitions

*Safeguarding and Welfare Requirements / 3.27, 3.68, 3.72, 3.73*

Review Date	Name	Position	Signature


*Safeguarding and Welfare Requirements / 3.27, 3.68, 3.72, 3.73*

Review Date	Name	Position	Signature




# Nappy Changing, Toileting, intimate care and Personal Independence Policy



*Safeguarding and Welfare Requirements / 3.27, 3.28, 3.60*

**At Mother Goose Nursery we recognise that strict procedures and guidelines are in place and MUST be adhered to when changing nappies and supervising toileting.**

- Children who need personal and intimate care must have their privacy and dignity respected.
- Only educators who hold a current Mother Goose Nursery CRB or a DBS clearance are allowed to change nappies, assist with toileting or personal care routines.

- Under no circumstances should a volunteer or student be asked to provide personal care for a child.
- Nappies are changed in appropriate areas only.
- Staff should see changing a child's nappy as an enjoyable and educational experience and should have appropriate dialogue with a child during this process.
- Disposable gloves and a white apron are worn for each nappy change.
- The changing mat is wiped after each nappy change, using an anti-bacterial spray and disposable cloth.
- All items are disposed of in the nappy bin provided.
- The educator's hands are washed with soap after each routine is carried out.
- young children are cleaned using warm water and cotton wool only and/or wipes.
- Proprietary creams and wipes may only be used at the signed request of the parent/carer.
- With regard to older children, the educator will ensure that their personal independence skills are promoted, with supervision if required.
- Gloves are worn when changing wet or soiled pants.
- All routines are prominently displayed in appropriate areas.
- A record is maintained of all nappies changed for the younger children and toileting accidents/changes for the older children on the family app.
- The nappy area is regularly risk assessed.
- All educators should be aware that lifting and handling is part of their daily duties. It is the responsibility of a trained educator to instruct any untrained educators of the correct procedures in this area.

## Nappy Changing, Toileting, intimate care and Personal Independence Policy

*Safeguarding and Welfare Requirements / 3.27, 3.28, 3.60*

- A risk assessment must be written when a child needs lifting because of their toileting needs. Educators should follow the risk assessment appropriately. This will prevent injuries to both the educator and child.





At Mother Goose Nursery, Intimate Care is defined as:

“Any activity required to meet the personal care needs of each individual child.”

“All children have the right to be safe and to be treated with dignity and respect.”

Parents have a responsibility to advise staff of the intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents.

Intimate care can include:

- Feeding
- Oral care
- Washing
- Dressing/undressing
- Toileting/ nappy change
- Supervision of a child involved in intimate self-care
- Applying creams

#### PRINCIPLES OF INTIMATE CARE

The following are the fundamental principles upon which our Policy and Guidelines are based:

- Every child has the right to be safe.
- Every child has the right to personal privacy.
- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect.
- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views taken into account.
  - A staff member is not to be left alone in a closed room when administering intimate care. If the staff member feels it's necessary to protect themselves and the child, they will call for a second member of staff to assist with intimate care
  - Every child has the right to have levels of intimate care that are as consistent as possible.

- Only staff who have a DBS can undertake the intimate care of a child/children.
- All staff will be trained in the specific types of intimate care that they carry out and fully understand the Intimate Care Policy and Guidelines within the context of their work.
- Intimate care arrangements will be agreed by the manager, parents / carers
- Intimate care arrangements will be recorded in the child's personal file or on family app and consent forms signed by the parents / carers
- Staff should not undertake any aspect of intimate care that has not been agreed between the manager, parents / carers and child
- All staff must have a consistent approach to a child's personal/intimate care needs.

If a staff member has concerns about a colleague's intimate care practice they must report this to the designated safeguard lead ( follow the whistle blowing policy)

All children have the right to be safe and to be treated with dignity and respect.

These guidelines are designed to safeguard children and staff. They apply to every member of staff involved with the intimate care of children.

Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs.

Staff also need to be aware that some adults may use intimate care, as an opportunity to abuse children.

It is important to bear in mind that some care tasks can be open to misinterpretation. Adhering to these guidelines of good practice should safeguard children and staff.

You should NEVER do something unless you know how to do it.

If you are unsure how to do something – ASK.

If you need to be shown more than once, ASK AGAIN!

#### PROCEDURES TO BE FOLLOWED BY STAFF UNDERTAKING THE INTIMATE CARE OF A CHILD

- Involve the child in their intimate care. This is a good opportunity for one to one with the child
- Try to encourage a child's independence as far as possible in his / her intimate care. (If a child is able to help, ensure they are given the chance to do so. Support the child in doing all that they can for themselves. If the child is fully dependant on adult support, talk with them about what you are doing and give them choices where possible.)

Adults should not assist with any personal care task which a child or young person can undertake by themselves.



At

Mother Goose Nursery, when intimate care is being carried out, staff recognize that:

- All children have the right to dignity and privacy i.e. they should be appropriately covered, the door closed or screens / curtains put in place.
- Much intimate care is carried out by one staff member alone with one child. This practice is actively encouraged unless the task requires two people, i.e. heavy lifting and/or manipulation or if a staff member/ child feels they need 2 staff ( to protect themselves) . In such instances, two people will carry out the task.
- If the child appears distressed or uncomfortable when personal care tasks are being carried out, the care should stop immediately. (Check your practice by talking to the child and be aware of their reactions or responses to what you are doing. Ensure the way you are carrying out the procedure is not distressing to the child.)
- Staff will try to ascertain why the child is distressed and provide reassurance. (Talk to the child about what you are doing and why.)
- Staff will report concerns to their designated safeguard lead and make a written record. (If during personal care of a child you accidentally hurt them, or if you notice any unusual bruises or marks, sudden changes in behaviour, or if a child says something that worries you, or misunderstand or misinterpret something, report any such incident as soon as possible to the manager who will then follow the correct channels. Some incidents could be a cause of concern for the child, or alternatively the child or another adult might possibly misconstrue something you have said or done.)
- Parents / carers will be informed about concerns by the manager.
- Staff will encourage the child to have a positive image of their own body. (As well as basics like privacy, the approach you take to a child's intimate care convey lots of messages to them about what their body is 'worth'. Your attitude/response to the child's personal/intimate care is important. Keeping in mind the child's age, routine care should be relaxed, 'normalised' and fun.)
- Trust forms a vital part of all personal/intimate care procedures, and all staff will respect every child's right to this under their right to privacy. It is important in building trust between child and staff member, that all information and discussions regarding a child

and their individual needs will be restricted to a 'need-to-know' basis. All communications with parents/guardians will be dealt with by the manager

(The Intimate Care Policy will be kept under review and updated according to new guidelines and Legislation.)







# Nappy Changing, Toileting, intimate care and Personal Independence Policy

*Safeguarding and Welfare Requirements / 3.27, 3.28, 3.60*

Review Date	Name	Position	Signature




# Operational Policy



At Mother Goose Nursery it is our aim to provide care and an early learning environment, which is tailored to each individual child's needs, in safe, secure, happy and relaxed surroundings. We adhere to The Early Years Foundation Stage and birth to 5 matters

We provide a place for a child to develop a strong sense of belonging and to build their self-esteem and confidence through encouragement to reach their full potential socially, physically and intellectually.

It is our aim to employ Early Years educators who are qualified in Early Years and have a high regard to their own professionalism, who wish to continue their personal development through INSET courses and to continually updating their skills and keep abreast of new ideas and developments. We carry out annual appraisals and regular performance reviews, which enable us to identify ongoing training requirements.

Our staff are deployed to cover the correct ratios in each area of the setting. This ensures that the children's needs are fully met as their safety and security is of paramount importance.

Our setting is sectioned into age groups, with each area of the building catering for specific needs with appropriate equipment and facilities to promote children's independence, confidence and intellectual growth. We regularly evaluate our practices and make adjustments where necessary.

We look on parents/carers as partners and have an open door policy; the child's parent/carer can phone, visit or stay at any time. Each child is allocated a key person. The key person will build a positive and secure relationship with each child.



## Operational Policy

Review Date	Name	Position	Signature


Review Date	Name	Position	Signature




# Parents as Partners Policy



*Safeguarding and Welfare Requirements / 3.4, 3.27, 3.45, 3.46, 3.47, 3.52, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, 3.75*

The Mother Goose Nursery team will work with parents/carers as partners, ensuring we provide the most appropriate care and education for their children. We believe that children benefit most from the setting when parents/ carers and staff work together in partnership. We will ensure that we support parents/carers as their children's first educators and are committed to an ongoing dialogue with parents/carers to improve our knowledge of the individual needs of children.

We recognise that parents/carers are the first educators of their children.

We develop a partnership with parents/carers based on shared responsibility, understanding, mutual respect and honest dialogue.

- All parents/carers are welcome to visit the setting at any time.



- We welcome parents/carers to share their skills and talents with us, for example, reading a story in their first language. We will inform parents/carers of any relevant training or workshops to support their own professional development.
- Parents/carers have access to their child's records at all times by using the family app and are consulted in respect of the care given.
- Information about setting activities and events is regularly distributed.
- Parents/carers are able to inspect all policies and procedures of the setting at any time.
- We encourage parents to share what they know about their child and use this information to inform planning.
- Parents/carers have access to and will be informed of the systems for complaints procedures.
- Parents/carers will be informed of their child's progress on a regular basis and will have constant access to their child's attainment records.

### Change of Details

Parents/carers are required to notify the setting as soon as possible in writing of any change of address, phone numbers, allergies and doctor's details.

It is in the child's interest that all details are kept up to date at all times.

In compliance with the Safeguarding and Welfare Requirements we ensure that all the required policies are in place. We ensure that parents are fully involved in any changes that occur and are encouraged to contribute any ideas and suggestions.



# Parents as Partners Policy

*Safeguarding and Welfare Requirements / 3.4, 3.27, 3.45, 3.46, 3.47, 3.52, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, 3.75*

Review Date	Name	Position	Signature


# Rest and Sleep Policy

*Safeguarding and Welfare Requirements / 3.28, 3.30, 3.59*

At Mother Goose Nursery we believe that effective rest and sleep strategies are important factors in ensuring a child feels safe and secure in our environment.

We recognise that each child is special and unique, with their own individual needs. We work closely with the parents/carers of the children in our care to ensure the consistency of practice between home and setting. This also allows us to discuss and take account of the wishes of parents/carers daily.

Whilst we always take parent/carers' requests into account, we will use our professional judgement in determining the rest and sleep needs of every child. The welfare/well-being/safety of every child is paramount. No child will be left for an inappropriate amount of time in which to become distraught nor will children be woken unnecessarily. Educators will speak sensitively to parents/carers about why sleep and rest are important for their child and how children have the ability to self regulate their sleep.

The safety of babies and children sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and the Lullaby Trust to minimise the risk of sudden infant death syndrome. We make sure that:

- toddlers are always placed on their backs to sleep. they are allowed to adopt whatever position they prefer to sleep.
- toddlers are never put down to sleep with a bottle to self-feed
- toddler are placed towards the bottom of the bed
- toddlers are monitored visually when sleeping. Checks are made and babies & toddlers are physically checked on at least every 10 minutes for breathing. These



checks are recorded on the family app for recording the time and name of the person carrying out the checks.

- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed

We provide a safe sleeping environment by:

- Monitoring the room temperature (we ensure that this remains between 16 and 20 degrees)
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Only using safety-approved beds or other suitable sleeping equipment (for example pods or mats) that are compliant with British Standard regulations
- Only letting toddler sleep in own prams if we have parents' written permission
- Using low beds and sheets with loose blankets to cover
- Keeping all spaces around mattresses clear from hanging objects for example hanging cords, blind cords, drawstring bags
- Ensuring every toddler is provided with clean bedding
- Transferring any toddler who falls asleep while being comforted by a practitioner to a safe sleeping surface to complete their rest
- Having a No Smoking/ vaping Policy

We ask parents to discuss on their child's sleeping routine with the child's Key Worker when the child starts at nursery, and these are reviewed and updated at timely intervals. If a child has an unusual sleeping routine or a position that we do not use in the nursery for example toddler sleeping on their tummies, we will explain our policy to the parents and inform them that we will be 'back-sleeping' their baby unless there is written evidence of advice from a trained medical specialist to direct us otherwise.

We recognise parents' knowledge of their child about sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake

against his or her will. They will also not usually wake children from their sleep unless expressed in writing by the parent/carer.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour on the family app when they do not receive enough sleep.

### Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins.

Further information can be found at: [www.lullabytrust.org.uk](http://www.lullabytrust.org.uk)

Date written

11/01/2023

January 2024

# Rest and Sleep Policy



*Safeguarding and Welfare Requirements / 3.28, 3.30, 3.59*

Review Date	Name	Position	Signature







# Safer Recruitment Policy



*Safeguarding and Welfare Requirements / 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.69, 3.70, 3.78*

Before any staff recruitment, at least one member of the interview panel will have been properly trained in Safer Recruitment. At Mother Goose Nursery we understand and respect



the importance of safeguarding children and that part of our duty of care is to ensure we appoint staff who are the most suitable. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice and we use Ofsted guidance on obtaining references and checks (from the Disclosure and Barring Service – DBS) for staff.

We make sure that every prospective employee's DBS disclosures and barred list information is checked before they start work. This makes sure that they are suitable to work with children.

We complete an intensive recruitment policy, which includes advertisement, an interview and obtaining two written references.

- All jobs within the nursery have a defined job description, which is made available to all applicants prior to completing an application form.
- Whilst a CV is a useful tool in assessing suitability, a full application form must be completed prior to interview.
- Verbal references may be sought prior to interview, or after the candidate has been asked back for a second interview or a supervised stay and play session. However, written references will be obtained if the candidate is successful in their application and employed by Mother Goose Nursery.
- All gaps in employment history will be scrutinised and rigorously explored.
- Probing questions (value based) will be asked of the candidate in order to best judge their views and opinions. In addition, site-specific questions will also be asked of the candidate.
- All appointments will be carried out by a minimum of two members of the management team.
- All prospective and current staff are informed that they have to disclose convictions, etc. **before** and **during** employment.
- Confidential records are kept on staff qualification, identity checks, DBS.
- All potential employees will be seen at least two to three times prior to taking up a position with the nursery.

All staff are employed on a six-month probation period to ensure they maintain high standards of care and support to children.

We provide staff induction training in the first week of employment. This induction includes our health and safety policy and safeguarding children procedures. Other policies and procedures will be introduced within an induction plan.

## Safer Recruitment Policy





*Safeguarding and Welfare Requirements / 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.69, 3.70, 3.78*

<b>Review Date</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>



# Settling-in Policy



We understand that children are unique, and the amount of time they take to settle at Mother Goose Nursery may differ. It is the setting's responsibility to make the child feel welcome, safe and secure. Please see the key person policy for our commitment to child-educator relationships and keeping children emotionally and physically safe.

The setting staff will work in partnership with parents/carers to help settle the child into the setting environment.

- When the setting accepts a child, arrangements will be made for a few pre-visits so that the child can familiarise him/herself with the setting.
- Pre-visits usually take place one to two weeks before the child's start date.
- The first pre-visit is for an hour and the parents/carers stay with the child.
- The second visit is for one and a half hours and the parent will usually leave for half an hour.
- The third visit is for one and a half hours and the parent will leave their child during this time.
- As some children take longer than others to settle into the setting a trial session may be arranged if the manager believes it would be of benefit. This is usually charged at the hourly rate.



## Settling-in Policy

*Safeguarding and Welfare Requirements / 3.27*

Review Date	Name	Position	Signature


*Safeguarding and Welfare Requirements / 3.27*

Review Date	Name	Position	Signature




# Smoking, Vaping Alcohol and Drugs Policy



*Safeguarding and Welfare Requirements / 3.19, 3.56*

All staff should be made aware of the provisions of this policy in their induction, including the importance of setting a positive example for children. Any contravention of this policy will lead to disciplinary action.



## Drugs or Alcohol

Staff, visitors, students or volunteers who arrive at Mother Goose Nursery clearly under the influence of drugs or alcohol will be asked to leave immediately and disciplinary procedures will be implemented.

If staff are found in possession of illegal drugs or alcohol disciplinary procedures will be put in place.

In cases where staff are taking prescribed drugs, which may affect their working efficiency, the staff member must inform the manager as soon as possible. Staff medication will be stored safely in a suitable place, outside of children's reach.

If a member of staff has a good reason to suspect a parent/carer is under the influence of drugs or alcohol when they drop off or collect their child they have a duty to inform the manager. In such circumstances the manager must decide the best course of action to safeguard the child.

Where an illegal act is suspected to have taken place the police will be called.

## Smoking/vaping

Smoking/ vaping is not allowed on the premises. Staff can only smoke/ vape if they are on an official break, not in the vicinity of the setting and not in uniform.

On return to the setting, they must wash their hands thoroughly.

Staff, visitors, volunteers and students must never smoke directly in front of the children.

Staff are not permitted to smoke when they are on a trip or outing.



# Smoking, Vaping Alcohol and Drugs Policy

*Safeguarding and Welfare Requirements / 3.19, 3.56*

Review Date	Name	Position	Signature







# Social Networking Policy



In light of recent high-profile cases and with regard to safeguarding all the children in our care the Mother Goose Nursery and management team has decided to issue the following guidelines.

With regard to the use of social networking sites such as Facebook, Twitter and similar, whilst employed by the setting (including maternity leave) staff, including students and volunteers, MUST be VERY aware of what they are posting and that inappropriate matter will result in disciplinary proceedings including termination of employment in some cases.

All staff, including students and volunteers, employed by the setting have a duty of confidentiality at all times. They represent their setting community and as such could inadvertently post unsuitable comments or, for example, staff photos from nights out that could be misrepresented or display the setting in an unfavourable way.

Thus, staff, including students and volunteers, must not post anything on these sites that may offend any other member of staff, parent/carer or child. They must not post anything on to a social networking site that refers to their employment at the setting or working in the Early Years profession. They must ensure that their level of security inhibits access to anyone other than accepted contacts.

Staff, including students and volunteers, must remember that social networking sites are highly visible. Staff, including students and volunteers, employed by the setting are professional and must ensure they keep their home life and work life separate.

Any of the above points not adhered to will result in the staff member in question facing disciplinary action and/or the termination of their contract with the setting.



## Social Networking Policy

*Safeguarding and Welfare Requirements / 3.4, 3.9, 3.69, 3.70*

Review Date	Name	Position	Signature


*Safeguarding and Welfare Requirements / 3.4, 3.9, 3.69, 3.70*

Review Date	Name	Position	Signature




# Special educational needs and disability (send) policy.

Mother Goose Nursery

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

Our Special Educational Needs and Disabilities Coordinator (SENDCO) is.

Jaimie McCarthy

We promote inclusion of children with special educational needs and disabilities and support them in reaching their full potential, encouraging each child to value and respect diversity and difference.

**We promote the five Every Child Matters Priority Outcomes:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/272064/5860.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf)

- Keep Healthy
- Stay Safe



- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

**We adhere to the following legal frameworks:**

The SEND Code of Practice: 0-25 years

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Disability Discrimination Act (DDA) 1995, 2005

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/228870/9780108508066.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/228870/9780108508066.pdf)

Children Act 1989, 2004

<https://www.legislation.gov.uk/ukpga/1989/41/2004-12-07>

Special Educational Needs & Disability Act 2014

<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

Children and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

We work with families and children to ensure the requirements of the Special Educational Needs and Disability Code of Practice (2014) are met.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The aims of this policy are: -

- To promote the right of a child with Special Educational Needs and Disabilities to have their needs recognised and met from the time of admission to nursery to transition into Primary School.
- To explain the role of the Special Educational Needs and Disabilities Co-Ordinator (SENDCo).



- To explain how we provide an environment that is accessible to children and parent/carers with disabilities, as far as is possible, in our premises.
- To promote the settings commitment to providing challenging, fun, and differentiated activities in the Revised Early Years Foundation Stage (2017) and by involving parents/carers and children in decision making and review.
- To explain how key persons and the SENDCo identify the needs of a child and provide interventions that are additional to, or different from, the setting's usual provision, and to explain the purpose of the graduated approach system.
- To promote good practice by ensuring confidentiality and privacy for parents/carers and children and respecting the need to seek parental permission when seeking the views of other professionals about their child.
- To explain to parents/carers how to voice concerns they may have about our SEND provision.
- To promote the importance of working together with health professionals and outside agencies to support the child.

### **The Role of the Special Educational Needs and Disabilities Co-Ordinator (SENDCo)**

Our SENDCo is Jaimie McCarthy who holds the qualifications- Level 3 Early Years Educator, Level 5 SEN, SENCo level 3. Her role is to: -

- Encourage all members of staff to take responsibility for the provision for children with Special Educational Needs and to be familiar with the SEND Code of Practice: 0-25years (2015) and this SEND Policy.
- Encourage parents/carers, particularly those with children who have SEND, to read and discuss this policy.
- Review and monitor this SEND Policy with the members of staff at Mother Goose Nursery, considering the views of parents/carers and other outside agencies and professionals.
- The SEND Policy review will take place annually (see 'review date').
- Support members of staff who have concerns about a child's development.
- Support members of staff in their understanding of Differentiation and the graduated approach and in the writing and reviewing of SEND Action Plans.
- Support members of staff in implementing strategies when working with children.
- Monitor and review practice and provision and if necessary, make reasonable adjustments, promoting and valuing diversity and difference.
- Ensure that the child's interests are considered when planning using methods such as showing them photo books, visual cards and recognising their facial expressions, gestures, and body language.

- Ensure issues relating to bullying are responded to immediately (Behaviour Management Policy).
- Where necessary, and with the parent's/carer's permission, seek additional advice about supporting the child in the setting
- Provide parents/carers with information about services offered by local authorities.
- Work together with other health professionals and outside agencies, i.e. speech and language therapists, physiotherapists, and other professionals.
- Identify training that will benefit members of staff working with children with SEND.
- Support members of staff as they work in partnership with parents/carers of children with SEND and co-ordinate review meetings each half-term.

### **Relating to Equality and Diversity Policy: -**

- Identify and bring about changes needed in the physical layout of the nursery and investigate the possibility of sourcing any specific resources required.
- Support members of staff in differentiating activities to include children's needs.
- Identify any risks that may arise from, for instance, having a wheelchair in the setting.
- Ensure that thought is given to making outings accessible to children with SEN.
- Ensure that positive images of disability are displayed in the setting and can be found in the books and resources the children have regular access to.
- Challenge inappropriate attitudes and practices.

### **Admissions Arrangements (see also Admissions Policy)**

When a child with a Special Educational Need or Disability is registered, the usual admission arrangements will be made. Parents/carers can discuss with the SENDCo and key person whether any additional resources or changes to the room layout will be needed or specific training for staff is required. If an enhanced adult to child ratio is required a key person or extra member of staff will be appointed according to the setting's Employment Policy. The Settling In Policy and Procedure will be followed, and flexible arrangements will be made in response to the needs of the child. If the child already receives early learning support, they will be involved in this process.

### **Accessibility**

Mother Goose Nursery has regard to the equality act 2010. This states that reasonable steps or reasonable adjustments will be made to ensure the service provided is accessible to children, young people, and adults with disabilities.

### **The Environment**



- Members of staff plan to ensure that each child has a sense of belonging and identity by using photographs and name labels around the setting.
- To encourage interaction with children who have communication difficulties members of staff have received training in using Makaton signing and symbols; these can be used to communicate names, feelings, objects, and actions.
- Varieties of sand timers are used when supporting children in sharing and turn taking.
- Specialist scissors i.e. easy to grip and both right and left-handed are provided to encourage skill development.
- There are several story/picture books which include disability.
- Positive images of people with disabilities are placed at child height.
- The key person observes the child's interests, learning preferences and stage of development using 'birth to 5 Development Matters', information from them 'All About Me' books and any other assessment tools as appropriate; the child is then asked their opinion through language, signing or symbol cards. Having assessed this information differentiated activities are planned. Plans are evaluated by members of staff on a daily and weekly basis.
- If the child has a Special Education and Disability Action Plan in place, the Key Person will provide additional and differentiated activities using the strategies on the SEND Action Plan.

### **Staff Provision**

- An assessment of the child's needs will be made based on observation and advice from parents/carers and other professionals and may have a team around the child meeting before the child starts nursery, where appropriate, an enhanced adult to child ratio will be provided.
- The Special Educational Needs Coordinator will complete appropriate training.
- Information obtained from training is shared at staff meetings and made available to all members of staff.
- Members of staff attend Support/Network/Liaison meetings, enabling them to share experiences and develop their knowledge.

### **Differentiation**

We inform parents/carers at all stages of the assessment, planning, provision, and review of their child's education. Observation and monitoring of children means that early signs of developmental delay or difficulty are noted early. If during this process we identify a child as having difficulties in any area of development, their key person will make focused observations, plan and implement some simple strategies such as breaking activities into easier, more achievable steps or using other resources to support the child. Differentiated approaches could

be enough to build the child's confidence and help develop areas they are having difficulties with.

## Graduated Approach

If differentiation has been implemented but has not enabled the child to make progress and they continue to have significant difficulties in learning and developing, further special educational provision will be made through a graduated approach. The graduated approach is a continuous cycle of assessing, planning, doing, and reviewing. Once a specific need has been identified the key person, parents/carers and SENDCo (with outside professional support as necessary) will work together to provide interventions that are additional too and different from those provided in the setting.

### **Assess**

In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services, or other agencies beyond the setting. If necessary, the SENCO will contact outside professionals with the parents' agreement.

### **Plan**

Where it is decided to provide SEN support, and having formally notified the parents, the educator and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should consider the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by educators with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### **Do**

The early years educators, usually the child's key person, remains responsible for working with the child daily. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the



educator in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and considering the child's views. They should agree any changes to the outcomes and support for the child considering the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps. This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times. The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual educators in the setting and informed by EYFS materials, the Early Years Outcomes guidance, and Early Support resources. Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings to convene and hold the annual review meeting on its behalf.

[https://www.foundationyears.org.uk/files/2012/03/Early\\_Years\\_Outcomes.pdf](https://www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf)

## **Education, Health Care Needs Assessments (EHC)**

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 expected progress, the setting will consider with the support of the parents/carers requesting an Education, Health and Care needs assessment.

The setting will share all information gathered about the child with the local authority and continue to support the parents/carers by sharing information and attending meetings with them.

An EHC is a detailed assessment that looks at a child's special educational need(s) (SEN) and the support that the child might need to help them develop and learn. The Children and Families Act 2014 explains that Local authorities are responsible for carrying out EHC needs assessments. The assessment should collate information about what a child can and cannot do and the special help and support they need. The information should come from the child's parents, the child themselves, Pre-School, and other professionals and agencies that support or work with the child. There is further information about EHCs in pre-school. The SEND Code of

Practice 2014 sections 9.3 and 9.14 to 9.16 also explains more about the criteria the local authorities should follow.

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

<https://www.family-action.org.uk/content/uploads/2018/09/EHC-Needs-Assessments-18.pdf>

### **The Local Offer**

We as a setting are supported by the Local Authority to ensure all children, regardless of their specific needs, can make the best progress in nursery. Local Offer explains in detail how we support children with Special Educational Needs or Disabilities (SEND). Please follow the link for the send information hub.

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

## **Complaints about the settings SEN provision (see Complaints Policy & Procedure)**

If a complaint is made about our SEND provision, the complainant will be invited to talk about their concern with the key person/nursery manager and SENDCo. If this does not resolve the matter the complainant will be invited to put their concerns in writing (they can be provided with a 'complaints form') so that the matter can be dealt with as per our Complaints Policy and Procedure. The nursery will inform Ofsted of any written complaint concerning Special Educational Needs.

email and telephone number of Ofsted is –

[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Telephone: 0300 123 1231

## **Working in Partnership with Parents/carers**

- Parents/carers will be respected as those who have known the child longest and have the most knowledge about the child.
- From the time of a child's admission a partnership is formed with the parent/carers and continued throughout the child's time at the nursery setting and through the progression into their next setting.



- Key persons will use the family app to keep the child's learning journey up to date. This allows parents/carers to contribute their comments which will be used when planning.
- If a child has difficulties in any area, parents/carers will be approached in a confidential manner by their key person (see Confidentiality Policy).
- The SENDCo will organise times for parents/carers to meet with key person to discuss targets in SEND Action Plans.
- Parents/carers are asked to inform key persons of any outside agencies involved with the child and these reports are included in the child's learning journey.
- Parents/carers will be kept fully informed of their child's time at the nursery setting and their permission sought if outside professionals are contacted to observe and advise on interventions.
- Information about Kent County Council's Special Educational Needs and Disability Information,

email [SENSouth@kent.gov.uk](mailto:SENSouth@kent.gov.uk)

phone 03000420889

for more information or to get support

visit: <https://www.iask.org.uk>

phone: 03000413000

email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

## Transitions

- Key Persons/ SENDCo will attend meetings with the new setting to ensure a smooth transition. When at the meeting they will pass on the child's development plan, interest and preferences. We will inform them of what outside agencies or support have been given and what the outcomes of these were.
- The SENDCo will also arrange for the new teacher to come into the nursery setting to meet the child and show activities that the key person would plan for the child. They will also share strategies that have been used to support the child and what the outcome of these was.

## Links with other professionals and agencies

- If a child is under the support of the graduated approach and the advice of other professionals is needed the setting will consult the appropriate professionals.
- Advice will not be sought on an individual child without parental permission unless the child needs protection (see Safeguarding Children Policy).



- Health visitors or other health professionals are welcome to visit the setting and are encouraged to provide the nursery setting with copies of assessments and targets so that these can be used in SEN Action Plans.
- Professionals working with individuals are invited to meetings with parents/carers and key persons when a child is moving setting (see Settling in/Transitions Policy).
- With parental permission, records and observations will be shared with other professionals involved with the child.

## Monitoring and evaluation of SEND Policy and Provision

- Any new legislation, requirements or changes in procedure will be added to our SEND Policy within a term.
- The Policy will be discussed by the committee and staff at an annual review (see 'review date').
- If any changes relating to other Policies have an influence on the SEND Policy these will be updated within a term.
- Staff will collate information about how effective the SEND Policy and Provision has been during the past year in helping to identify and assess children with difficulties to share at half-termly staff meetings.
- A general review will be made of progress made on IEP's, discussions at staff and management meetings, parental and external agency views, inspections and complaints on an annual basis.
- Parents/carers who have a child with SEND will be asked to express their opinions regarding their child's provision and its effectiveness. This will be discussed at half-termly staff meetings.
- Staff will discuss whether they feel the procedures have helped them to enable the children to make progress by providing an appropriate and inclusive curriculum.

### **Links to other policies: -**

Equality and Diversity Policy

Settling in/Transitions Policy

Safeguarding Children Policy

Working in Partnership with Parents Policy

Behaviour Management Policy



Health and Safety Policy

Complaints Procedures

Confidentiality Policy

Employment Policy

Admissions Policy

### **Responsibility**

- Mother Goose Nursery will ensure that all staff, parents/carers, volunteers, and others involved in its work will follow and implement this policy.
- The managerial responsibility for this policy will lie with the Mother Goose Nursery management and SENDCo.
- This Special Educational Needs and Disabilities Policy will be evaluated and reviewed by the management. Staff contribute on an annual basis and parents/carers will also be invited to contribute.
- We will listen to children's points of view and consider this when making and reviewing policies.

<https://www.england.nhs.uk/learning-disabilities/care/children-young-people/send/>

<https://childlawadvice.org.uk/information-pages/special-educational-needs/>

### **examples of Sen**

emotional and behavioural difficulties (EBD).

Autism, including Asperger Syndrome.

Attention Deficit (Hyperactivity) Disorder (ADHD/ADD).

specific learning difficulties such as Dyslexia.

Obsessive Compulsive Disorder.

Communication difficulties.

medical needs such as Epilepsy and Cerebral Palsy.

mobility difficulties.

This list is not exhaustive.

Read and agree this policy

Senco

Signed

Date -

This Policy was reviewed January 2023

Written by Lyanne Hardy

To Be reviewed Annually

Review Date	Name	Position	Signature


# Staff Babysitting Policy



*Safeguarding and Welfare Requirements / 3.4, 3.9, 3.69, 3.70 (if setting is assuming responsibility)*

If a parent has an arrangement whereby a staff member looks after a child outside the setting hours, this is a private arrangement undertaken by the parent and the staff member concerned. As such, Mother Goose Nursery confidentiality **MUST** be maintained at all times. Failure to do so could lead to the staff member's dismissal.

If the staff member is to take a child out of the setting at the end of their session, the manager needs written parental permission before this occurs.

The staff member and child will not be covered under the setting insurance for any private arrangements and the setting takes no responsibility for this arrangement.

However, if a member of staff is concerned about the child at any time (child protection/safeguarding), they must without delay contact the local children's services.



# Staff Babysitting Policy

*Safeguarding and Welfare Requirements / 3.4, 3.9, 3.69, 3.70 (if setting is assuming responsibility)*

Review Date	Name	Position	Signature


*Safeguarding and Welfare Requirements / 3.4, 3.9, 3.69, 3.70 (if setting is assuming responsibility)*

<b>Review Date</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>








# Staffing, Disciplinary and Employment Policy



# Staffing, Disciplinary and Employment Policy



Safeguarding and Welfare

Requirements / 3.8, 3.9, 3.19, 3.68, 3.70

Mother Goose Nursery provides a high staffing ratio to ensure that all children have sufficient individual attention and to guarantee care and education of a high quality. All staff are appropriately qualified and are checked for criminal records through the Criminal Records Bureau (CRB) or Disclosure and Barring Service (DBS) in accordance with Ofsted's requirements.

## Aim

To ensure that children and their parents are offered high quality Early Years education.

## Methods

**To meet this aim we use the following ratios of adult to child:**

- Children aged birth to two years of age: One adult to three children. Children aged two to three years of age: One adult to four children.  
Children aged three to five plus years of age: One adult to eight children.
- Minimum of two staff/adults are on duty at any one time.
- We use a key person system to ensure each child and has a particular member of staff for discussion and consultation.
- We hold regular staff meetings and team planning meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties, which may arise from time to time.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All of our staff have received a job description, which sets out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. We do not place applicants at a disadvantage by imposing conditions which are not justifiable.
- We complete an intensive recruitment procedure, which includes advertisement, an interview and obtaining two written references.
- Staff are employed on a six-month probation period to ensure they maintain high standards of care and support to children.
- The setting staff hold appropriate Early Years qualifications.

# Staffing, Disciplinary and Employment Policy



Safeguarding and

*Welfare Requirements / 3.8, 3.9, 3.19, 3.68, 3.70*

- We provide regular in-service training to all staff.
- The setting allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our health and safety policy and safeguarding children procedures. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervisions and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- We use Ofsted guidance on obtaining references and checks through the DBS for staff.

Mother Goose Nursery aims to encourage all staff in various ways to promote good attendance, conduct and to evaluate their own performance. We let staff actively be involved in the running of the setting and feel that they are part of a team.

## Disciplinary Procedure

At Mother Goose Nursery, we recognise that employment law can change rapidly and as such we will always follow the latest legislation. All staff are issued with an employee handbook and should refer to this as necessary.

## Intent

It is our intent to deal with all disciplinary matters quickly and fairly for all parties. All matters will be recorded and both parties will have copies.

## Procedure

The procedure is designed to establish facts quickly and to deal consistently with disciplinary issues. No disciplinary action will be taken until the matter has been fully investigated.

- At every stage the staff member will be advised of the nature of the complaint.
- The staff member will be given the opportunity to state his or her own case, and be represented or accompanied by a fellow employee of their choice. A staff member will not be dismissed for a first breach of discipline, except in the case of gross misconduct, when the penalty will normally be dismissal without notice or pay in lieu of notice.
- A staff member has the right to appeal against any disciplinary action taken against them.

# Staffing, Disciplinary and Employment Policy



Safeguarding and Welfare

*Requirements / 3.8, 3.9, 3.19, 3.68, 3.70*

The procedure may be implemented at any stage if the alleged misconduct warrants such action.

The manager will make every effort to resolve the matter informally, only where this fails will disciplinary action be taken.

Disciplinary action will take the form of a pre-disciplinary meeting where all parties can put their points across; the staff member may be accompanied by a colleague. If the matter can still not be resolved then the partners will take the next step in the disciplinary procedure to issue a written warning.

## **Written Warning**

This will state the reason/s for the written warning and note that if there is no improvement after three months, a final written warning will be given. It will also state the right to appeal. A copy of this first written warning will be kept on file for six months and then removed if the company is satisfied with subsequent conduct and/or performance.

## **Final Written Warning**

This will be issued if the matter is still not resolved or attendance or performance has not improved. The final written warning will be given making it clear that any recurrence of the offence or other serious misconduct within a period of three months will result in dismissal. A copy of this final written warning will be kept on file for 12 months, subject to satisfactory conduct and/or performance.

## **Dismissal**

Where there is no satisfactory improvement or if further serious misconduct occurs, the staff member will be dismissed.

## **Gross Misconduct**

Gross misconduct includes the following offences:

- Any action relating to the care of a child which in the opinion of the manager or deputies has put the child in danger or breached our duty of care to the child. This would include consistently shouting at a child or group of children, which whilst clearly not a potential cause of danger can cause both emotional and psychological distress, is not acceptable within the setting and as such is considered gross misconduct.
- Theft, fraud, deliberate falsification of company documents.
- Fighting, assaulting another person.
- Deliberate damage to company property.
- Sexual or racial harassment.

# Staffing, Disciplinary and Employment Policy



Safeguarding and

*Welfare Requirements / 3.8, 3.9, 3.19, 3.68, 3.70*

- Being unfit for work through alcohol or illegal drugs.
- Gross negligence.
- Gross insubordination.

This list is an example only. While the alleged gross misconduct is being investigated, the staff member may be suspended, during which time the normal hourly rate will be paid. Such suspension is not to be regarded as a form of disciplinary action and will be for as short a period as possible. Any decision to dismiss will be taken only after a full investigation. If it is found that an act of gross misconduct has been committed, the staff member will be dismissed without notice or payment in lieu.

Any appeal against a disciplinary decision must be in writing within five working days of the decision being communicated.

Review Date	Name	Position	Signature

# Staffing, Disciplinary and Employment Policy



Safeguarding and Welfare

Requirements / 3.8, 3.9, 3.19, 3.68, 3.70


Review Date	Name	Position	Signature

# Staffing, Disciplinary and Employment Policy



Safeguarding and

Welfare Requirements / 3.8, 3.9, 3.19, 3.68, 3.70




# Students and Volunteers Policy





Mother Goose Nursery recognises that the quality of care and activities we offer make an ideal place for students on placement, whether from schools or college childcare courses. We welcome students under the following conditions:

- Students and volunteers will only be offered a place following a full interview. All students and volunteers need to undergo induction training upon starting at the setting.
- **All students and volunteers will need to have up-to-date clearance from the Disclosure and Barring service (DBS).**
- The manager will need to understand the requirements of the course that the student is taking, as far as possible, in order to provide the opportunity to experience the most relevant aspects of setting life.
- Students will be assigned a mentor for each room they assist in. The mentor will complete reports and assist the student in achieving their target.
- Students will undergo an induction with the manager to ensure they are aware of Mother Goose Nursery high professional expectations. The manager will enter into a formal written agreement with students and volunteers at the start of the placement agreeing hours of work, dress code and expected behaviour within the setting. Students and volunteers must read and sign the conditions before making a commitment to voluntary work.
- Students and volunteers must never be left alone with any children. All activities will be supervised by a member of staff.
- Any information gained by the student or volunteers either verbally or written must remain confidential.
- Written parental permission must be sought before an observation or child study occurs.
- Each room can take only one student or volunteer at a time.
- Students and volunteers on placement should not be counted within the staff to children ratio.
- Students and volunteers are encouraged to ask if they have any queries about the setting, its policies and practices.

## Students and Volunteers Policy



*Safeguarding and Welfare Requirements / 3.8, 3.9, 3.10, 3.19, 3.68, 3.70, 3.71, 3.74, 3.75*

Review Date	Name	Position	Signature

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*Safeguarding and Welfare Requirements / 3.8, 3.9, 3.10, 3.19, 3.68, 3.70, 3.71, 3.74, 3.75*

Review Date	Name	Position	Signature






# Sun Protection Policy



*Safeguarding and Welfare Requirements / 3.44, 3.64*

Mother Goose Nursery understands the dangers posed to staff and children by overexposure to the sun.

In hot weather parents/carers **MUST** put sun cream on their child before they arrive at the setting. We will assume that **ALL** children come into the setting protected with sun cream at the start of their session, be this in the morning or afternoon.

In addition to this, staff will apply sun cream to the children as necessary later in the day to ensure their protection.

We will use a high quality sensitive skin cream and will obtain parental written consent before applying this. If children are unable to have the setting brand sun cream applied then parents/carers must bring their own choice of sun protection for the sole use of their child. This should be clearly named.

Parents/carers are also reminded that their child will be required to wear a suitable sun hat before going outdoors. We do have some spare hats that are available to give to children who forget their own.

Staff are encouraged to wear hats when sunny outside, to set a good example.

In  
hot



weather staff will ensure there is plenty of drinking water available both inside and outside. Children will be encouraged to drink water frequently. Staff should ensure that there are also shady areas in the outdoor area.

Sun protection will be discussed with all children at the beginning of the summer term and repeated as appropriate.

Staff will make sure that the time is limited for children to be outside during peak times during hot periods.



## Sun Protection Policy

*Safeguarding and Welfare Requirements / 3.44, 3.64*

Review Date	Name	Position	Signature


*Safeguarding and Welfare Requirements / 3.44, 3.64*

<b>Review Date</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>






# Supervision Policy





*Safeguarding and Welfare Requirements / 3.20, 3.21, 3.22, 3.76*

### **Statement of Intent**

At Mother Goose Nursery we recognise that supporting staff is essential to their well-being and to their long-term personal and professional development.

### **We wholeheartedly agree with the Plymouth Review and the following recommendations:**

- **6.4** Encourage open discussions amongst the staff group about good and poor practice and facilitate constructive challenge of each other
- **8.15** All Early Years teams to have regular supervision which always includes a safeguarding element

During staff supervision as well as in more general situations the following is discussed sensitively, openly and professionally:

**Workload** (amount, time, duties etc.)

**Concerns/team issues** (worker relationships, well-being in work and out of work, rotas, new ideas, areas of work, safeguarding, children and families).

We make sure to discuss within Supervision, as stated within the EYFS;

- Discuss any issues – particularly concerning children’s development or well-being, including child protection concerns



- Identify solutions to address issues as they arise
- Receive coaching to improve

We have taken on board the EYFS requirements regarding supervision: we see supervision taking place in many forms, such as coaching, training and support. We recognise the value of regular, face-to-face, personal supervision of staff by the manager.

Therefore staff will have face-to-face supervision sessions, the frequency and length determined by how long they have been in post, their qualifications, experience and whether there are any personal or professional concerns that need to be discussed.

Managers must discuss safeguarding and staff well-being during the one-to-one supervision sessions.

The manager and the staff member will need to record and date any actions on the one-to-one (supervision) template.



## Supervision Policy

*Safeguarding and Welfare Requirements / 3.20, 3.21, 3.22, 3.76*

Review Date	Name	Position	Signature


*Safeguarding and Welfare Requirements / 3.20, 3.21, 3.22, 3.76*

<b>Review Date</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>




# Supporting Children With Their Behaviour Policy



# Supporting Children With Their Behaviour Policy



Safeguarding and Welfare

*Requirements / 3.52, 3.53*

We recognise that children's behaviour is a form of communication. We also recognise that children need the skills to self-regulate their behaviour.

At Mother Goose Nursery we aim to support children with self-regulation, in line with their personal, social and emotional development, which strongly links to British values.

Children's behaviour is supported through daily activities and experiences, for example tidy-up time, and by providing suitable equipment and resources. We use key person time to discuss how children are feeling and to help children to vocalise boundaries within the setting.

We treat every child's behaviour based on their age, stage and ability. With this in mind, educators have a sound grasp of child development, which helps them ascertain how to respond to children and their behaviour.

The setting's SENCO is also the person who is responsible for children's behaviour.

The manager shall ensure that the parents/carers are fully informed about the support that the setting has given their child.

**Corporal punishment (slapping, smacking, or shaking) will never be acceptable practices and will not be used.** It may be necessary, on very rare occasions, to use restraining actions to prevent personal injury or serious damage, for example, in an emergency. These incidents will be recorded and shared with the child or children's parents/carers, who will countersign and Ofsted will be notified. Parents/carers should feel free to discuss any concerns they may have with the manager. All matters will be treated in the strictest confidence.

If we are concerned about a child's behaviour, we will reference our safeguarding and child protection policy and inclusion and disabilities policy, to make sure that we are fully supporting every child. We will carry out robust observations of the child throughout the day, identifying any triggers, which will be recorded and shared with parents/carers. This will help educators to further support the child.

Depending on the behaviour, we use a range of strategies.

## **Inappropriate language/swearing:**

- Explain that the language should not be used in the setting.
- Describe positively with the children the language that they should use.
- Make use of key person time to discuss appropriate language.
- Record and speak to parents if need be.

# Supporting Children With Their Behaviour Policy



Safeguarding and

*Welfare Requirements / 3.52, 3.53*

## **Gun play and superhero**

- Support children with this and have discussions on 'safe play'.
- Give children the 'language' they need to discuss with other children if they do not want to be included.

## **Sharing and conflict**

### **Use the HighScope six-stage approach.**

HighScope is a particular method for supporting children's learning. Put simply, it encourages children to make choices about what they want to do and to reflect on these choices – the 'plan, do, review' approach.

#### **Step 1: Approach quickly and calmly stopping any hurtful behaviour**

#### **Step 2: Acknowledge feelings**

#### **Step 3: Gather information**

#### **Step 4: Restate the problem**

#### **Step 5: Ask for ideas for solutions and choose one together**

#### **Step 6: Give follow-up support**

## **Other points to consider**

### **The educator should role model appropriate language:**

- Describe the situation.
- I like the way that you are sitting.
- I have noticed that you walked over to the sand tray and put back the shovel.
- You look sad, would you like to tell me what the matter is?

Children are given a choice in everyday activities to support their behaviour self-regulation. For example: Would you like an apple or a banana?

### **Self-protection and assertiveness:**

We support children to protect themselves, linking with the setting's safeguarding and child protection policy.

- Please stop touching my hair, I do not like it.

# Supporting Children With Their Behaviour Policy



Safeguarding and Welfare

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- Please can I have my jumper back?

## Uncooperative children:

- Listening to children.
- Warning that an activity or experience will change is helpful (how many minutes/ egg timers help).
- Identify children and give support to those who find change difficult.

## Biting:

- Educators will take into consideration the age, stage and ability of the child.
- Pay full attention to the child who has been bitten.
- Give appropriate first aid.
- Record as an incident.
- Firmly say stop.
- Use one-on-one time and key person time to show gentle behaviour and use teeth are not for biting book

## Melt down/tantrums:

- it is important to note that children who are experiencing a meltdown are supported safely and that they cannot harm themselves or others. Try not to reason with the child at this stage.
- Offer a cuddle.
- Once the child has calmed down and if there has been destructiveness, gently discuss with the child how they may help to clear up.

## Upset and distressed children:

- Be mindful of children who are settling, experiencing separation and/or a personal family issue.
- Key person to be aware and offer appropriate attention and cuddles if need be.

Discuss with parents personal items that offer comfort. Identify the needs of the child and what might help the child.

## ABC approach:

We use the ABC approach to identify triggers:

- Antecedents



# Supporting Children With Their Behaviour Policy



Safeguarding and

*Welfare Requirements / 3.52, 3.53*

- Behaviour
- Consequences

The key person will observe and record children's behaviour in a variety of situations if there is a concern, and share with parents/carers, the colleague who is responsible for behaviour and other professionals if appropriate.

## **Bullying Policy**

Mother Goose Nursery regards bullying of any description as a unique issue. Within this policy for the setting, we expect that everyone will regard each other with respect, whether the individuals are staff, parents/carers or children.

**Bullying takes many forms, some of which are indicated below, all of which will be challenged and dealt with in an appropriate manner:**

- Actual physical assault
- Threatening physical assault
- Criticism and making derogatory comments
- Ostracising individuals
- Keeping silent when an individual approaches

Where a child or children are the instigators of bullying, the setting should make use of the "behavioural statements" approach. This depends on the age and level of emotional understanding of the children involved. Children respond more to factual information rather than an adult assuming they understand how someone else feels.

Making a statement such as: "You hit Joshua". "He is hurt". "He is crying because he is hurt" will have more impact because it is a matter of fact, rather than asking the child how they would feel if it happened to them. Children need to understand that any behaviour has a consequence.

**The setting will take a very serious view of any adult who threatens or actually carries out a physical assault on another person.**

- A member of staff will be instantly dismissed if they are the instigator.
- A parent/carer will be informed that they are no longer welcome in the building and that another person must be named to drop off and collect their child.
- If the situation does not improve, the parent/carer will be informed that they may no longer use the setting for their child's care.

# Supporting Children With Their Behaviour Policy



Safeguarding and Welfare

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If bullying takes the form of criticism or making fun of an individual, again, the behaviour will be challenged and dealt with in a similar manner as physical threats.

Mother Goose Nursery takes any kind of bullying seriously and all staff will be trained to identify and challenge it appropriately. The long-term consequences of bullying on the self-esteem and confidence of children and adults is serious and will be treated as such.

## At no time will a child:

- receive any form of corporal punishment
- be shouted at or intimidated
- be made to appear foolish
- be made to feel bad or devalued
- be deprived of drink or food
- be isolated away from the group or be on their own.

There will be no naughty chair or place in the setting. We do not use 'time out' and use a 'time in' approach.

If a child is continuously disruptive this should be brought to the attention of the manager who will meet the parent/carer and agree a plan of action whereby everyone works in partnership to encourage positive behaviour.

Review Date	Name	Position	Signature

# Supporting Children With Their Behaviour Policy



Safeguarding and

Welfare Requirements / 3.52, 3.53


Review Date	Name	Position	Signature

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# Uncollected Children Procedure





Mother Goose Nursery puts the safety of the children first, from the moment they arrive to the moment they leave.

**At the end each session the setting will make sure that each child is collected by a responsible adult as permitted on the child's registration form. If any children are not collected at the end of the session the following procedure will be put into place:**

The manager should contact the parent/carer, or other designated adult, and use the emergency contact details on the child's form. The manager should leave messages on any answer-phones asking the person to get in contact with the setting immediately, leaving the setting's telephone number. While waiting to be collected the child must be supervised by a minimum of two members of staff who should support and reassure the child.

If contact with a designated adult has not been achieved within one hour, the Area Safeguarding Adviser, Catherine Holmberg should be contacted on: **03000 41 11 11**

A child left uncollected at the setting remains in the charge of the manager. That responsibility can only be discharged by passing the child into the care of another appropriate adult or into the care of the local social services. The statutory responsibility for the child at risk rests with the Children's Services Department. The response of Children's Services in an emergency will vary, depending on the details of each case.

If it is not possible to secure practical assistance within a reasonable period, the police should be contacted. The police should be able to offer support, **but not take charge of the child.**

If the setting building ceases to be available, the parent/carer or alternative carer and social services should be made aware that the child and a member of staff will be waiting at the local police station. One member of staff must stay with the child until an authorised adult arrives at the police station to collect him/her.

The manager should then attempt to leave a phone message with the parents/ carers if the child has been taken to a child protection agency or to the police station. A note should be left on the door of the building informing the parent/carer in case they turn up.



## Uncollected Children Procedure

*Safeguarding and Welfare Requirements / 3.4, 3.73*

Under no circumstances must a member of staff take a child to their own home, or leave the site with a child (unless taking the child to the police station).

Incidents of late collection will be recorded by the manager in the late book and reported to the setting owner. The manager must discuss the lateness with the parent/carer and highlight the fact that continued lateness could result in the loss of their child's place at the setting.










# Visits and Outings Procedure



Prior to a visit or outing, a member of staff will carry out an exploratory visit of the proposed destination to evaluate any potential difficulties.

# Visits and Outings Procedure



Safeguarding and Welfare

*Requirements / 3.4, 3.28, 3.29, 3.30, 3.58, 3.64, 3.65, 3.66, 3.68, 3.72, 3.73*

The manager will ensure that a thorough risk assessment for the outing is completed and signed two weeks before the outing is to take place. This should take into consideration the journey and transport involved.

Staff will involve children, when possible, in the planning of outings. Staff will explain to the children the objectives of the event and what is expected of them on the outing.

## Parental Consent

The manager is responsible for collecting parental consent forms for each child who will be attending the outing. The parents/carers will be given information on the cost, where the outing is going, what the children will be doing when they get there, the mode of transport being used, any special clothing needed and the times of the trip.

Parental consents are required for any activity where the children have to leave the setting. Copies of the consent forms must accompany the members of staff attending the outing; the originals should be kept on file at the setting.

Parents/carers have the absolute right to withhold consent for a proposed visit or outing.

## Morning of Outing

Prior to the commencement of the outing all children will wear a name identity on which the name of the setting, address and telephone number are clearly written.

**The children should have a pre-outing talk (age and stage appropriate), which should include the following topics:**

- Which member of staff is in charge of which children.
- How to behave and what to do on different types of transport.
- Behaviour while out on the visit.
- To always stay with their member of staff and not to wander off.

*Safeguarding and Welfare Requirements / 3.4, 3.28, 3.29, 3.30, 3.58, 3.64, 3.65, 3.66, 3.68, 3.72, 3.73*

The manager must nominate a member of staff to be in charge of the trip. All members of staff on the trip must be informed of the names of all children for whom they have direct responsibility and be given a copy of the child's outing consent form.

**The manager should also discuss the following issues with staff prior to the outing:**

# Visits and Outings Procedure



- In cases of incidents, the setting (manager and/or senior person) should be contacted first and then parents/carers.
- Staff should make sure that children are secure and safe on various modes of transport.
- How to keep the children safe when walking to a venue.
- To return to the setting if a venue appears unsafe.
- Toilet issues.
- Staff are not permitted to smoke on outings.

The person in charge of the trip should ensure that the names of all the children and staff are listed on the outing form. The staff must have adequate funds for emergencies and phone calls. Children must have all that they need for the outing e.g. packed lunch boxes, coats etc. The staff must all have the relevant paperwork for the children. One member of staff is to be responsible for the first aid box.

## **Outing logs include:**

- Who is the leader of the outing.
- Manager or deputy must give signed permission for the outing.
- Time and date of departure, estimated return time, time and date of actual return.
- Names of staff and children.
- Brief description of what the children are wearing.
- Setting identity badge.
- Mobile phone.
- Named paediatric first aiders.
- First aid kit and evaluation.
- Action of outing.

## **During Visits and Outings**

- Children will remain under close supervision at all times.
- The person in charge will ensure that they have a full first aid kit that complies with the Health and Safety Policy.

# Visits and Outings

## Procedure

### Req Visits and Outings Procedure



Safeguarding ar



- Two

designated members of staff will have their mobile phones with them. The numbers must also be left with the manager in case of the need for emergency contact.

- A register must be taken at the beginning, middle and end of the outing, with regular head counts throughout the day.

On visits and outings the number of staff required will be as follows:

#### Outings considered a low risk

This category includes visits to the theatre, museum or other educational or cultural centres, such as historic buildings where there are no physical activities or proximity to water and where travel will be on foot or by hired or public transport.

Minimum of two staff per outing.

#### Outings considered a high risk (involving hazardous activities)

This category includes visits to recreational and educational activity centres, such as farms, theme parks, fun fairs and seaside.

Minimum of three staff per outing.

**When on a visit to the seaside it is recommended that unless the ratio of adult to child is one to one, no child should be allowed to paddle (up to the child's ankle) in the sea. Under no circumstances should children be allowed to swim in the sea.**

#### Travel Arrangements for Outings

The adult-child ratio will be determined by the mode of transport e.g. bus, train or coach **and** by the activity to be undertaken at the destination. 'Outings considered being a low and high risk' should be referred to. If the manager is in doubt as to the ratio that should be used for a specific outing, they should discuss the situation with the setting owner.

An outing's evaluation must be completed at the end of the outing, stating how it went and any issues that need to be considered for future reference.

*Safeguarding and Welfare Requirements / 3.4, 3.28, 3.29, 3.30, 3.58, 3.64, 3.65, 3.66, 3.68, 3.72, 3.73*

Review Date	Name	Position	Signature
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# Whistle Blowing Policy





*Safeguarding and Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8, 3.68, 3.69, 3.70, 3.72, 3.73, 3.74, 3.75, 3.76*

The Public Interest Disclosure Act 1998, commonly called the Whistleblowing Act, provides protection for staff who disclose information on wrongdoing at work that might otherwise be seen as confidential.

The Public Interest Disclosure Act 1998 gives legal protection to employees against being dismissed or penalised by their employers as a result of publicly disclosing certain serious concerns. It is a fundamental term of every contract of employment that an employee will faithfully serve his or her employer and not disclose confidential information about the employer's affairs. However, where an individual discovers information that is believed to show malpractice or wrongdoing within Mother Goose Nursery, then this information should be disclosed without fear of reprisal and may be made independently of line management and the setting. For example, staff should be aware that they can contact Ofsted.

It should be emphasised that this policy is intended to assist individuals who believe they have discovered malpractice or impropriety. It is not designed for the questioning of financial or business decisions taken by the setting, nor may it be used to reconsider any matters that have already been addressed under harassment, complaint or disciplinary procedures. It is expected that staff will use this policy rather than air their complaints outside the setting.

The setting will treat all such disclosures in a confidential and sensitive manner. The identity of the individual making the allegation may be kept confidential as long as it does not hinder or frustrate any investigation. However, the investigation process may reveal the source of the information and the individual making the disclosure may need to provide a statement as part of the evidence required. This policy encourages individuals to put their name to any disclosures they make. Concerns expressed anonymously are much less powerful, but they will be considered at the discretion of the setting owner.

### **Procedures for Making a Disclosure**

The individual should usually make the disclosure to their designated manager or deputy. This person will consider the information made available to them and decide on the form of investigation to be undertaken. Normally the person making this decision will take into account the views of at least one other member of staff.

#### **The decision may be:**

- to investigate the matter internally
- to refer the matter to the police.



# Whistle Blowing Policy

*Safeguarding and Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8, 3.68, 3.69, 3.70, 3.72, 3.73, 3.74, 3.75, 3.76*

If the decision is that investigations should be conducted by more than one of these means, the designated person should be satisfied that such a course of action is warranted, the possibility of double jeopardy notwithstanding.

Investigations should not be carried out by the person who will have to reach a decision on the matter. Any investigation will be conducted as sensitively and speedily as possible.

**As a result of this investigation other internal procedures may be invoked, such as:**

- Disciplinary
- Grievance or complaints
- Harassment
- Or it might form the basis of a special investigation.

In some instances it might be necessary to refer the matter to an external authority for further investigation. In particular, cases alleging fraud.

The designated person will inform the individual making the disclosure what action, if any, is to be taken. If no action is to be taken then the individual concerned should be informed of the reason for this and allowed the opportunity to remake the disclosure to another appropriate person.

The person or persons against whom a disclosure is made will be told of it, the evidence supporting it and will be allowed to comment before any investigation is concluded or further action commenced.

A report of all disclosures and any subsequent actions taken will be made by the designated person, who will retain such reports for a specified period of time.

We are aware of the NSPCC Whistleblowing advice line for professionals

**<https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/newwhistleblowing-advice-line-professionals/>**

*Safeguarding and Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8, 3.68, 3.69, 3.70, 3.72, 3.73, 3.74, 3.75, 3.76*

Review Date	Name	Position	Signature



# Whistle Blowing Policy

*Safeguarding and Welfare Requirements / 3.4, 3.5, 3.6, 3.7, 3.8, 3.68, 3.69, 3.70, 3.72, 3.73, 3.74, 3.75, 3.76*

Review Date	Name	Position	Signature

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