



Fernbank Nursery Ltd



Policy Document



Fernbank Nursery Ltd



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Policy on Equal Opportunities

Children

The setting aims to demonstrate through its work that it positively values and respects children of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds and abilities. Children of both sexes are positively encouraged and supported by staff ensuring equality of opportunities for children with learning difficulties and disabilities to participate in all activities.

This establishment considers it important to provide a range of experiences and an environment that will instil in the children a positive outlook towards people in our society whom they may see as different from themselves:

- 1 Toys and equipment will be chosen with the differing needs of children in mind.
- 2 Displays will show and reflect a positive image towards the world in which we live.
- 3 Books will be chosen to meet all the children's ages and abilities and to reflect the many differing lifestyles there are in our society.
- 4 Home corners will be changed regularly to show different cultures, races and the world around us.

Staff

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

Adopted on	25.06.08	Signed by Chair
Reviewed	20.04.10	
Reviewed	08.01.11	
Reviewed	10.01.12	
Reviewed	08.01.13	
Reviewed	12.03.14	



Policy on Smoking

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

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

We have therefore designated all the premises within the confines of the establishment a smoke free area. No one is permitted to smoke at any time on the setting premises. Further, any staff that wish to smoke are also prohibited from doing so in the settings grounds, including the car park, thus reducing the chance of any child seeing a member of staff smoking.

- 1 All parents are informed of this policy when applying for their child to come to the setting.
- 2 All local establishments who provide work experience pupils, and the local careers service are informed of this.
- 3 All staff are informed of this at interview, and are required to sign to say that they agree to abide by this policy. Staff are not permitted additional breaks for the purpose of smoking, and smokers and non-smokers have the same breaks.

Adopted on 25.06.08

Signed by Chair

Reviewed 20.04.10
20.04.11
20.04.12
20.04.13
12.03.14



Policy on Confidentiality

To meet the needs of all the children in our care it is important to share information with parents and with one another in order to support the child's development. It may also be necessary in some circumstances for the setting to seek the help and advice from outside professionals. If this action is taken the parent's permission will first be sought.

Parents will have access to the files and records of their own children, but will not have access to information about other children.

Any anxieties/evidence relating to the child's personal safety will be kept in a confidential file.

Any information and knowledge will be on a need to know basis and will be kept confidential.

Students or volunteers observing in the setting will be advised of our confidentiality policy and will be required to respect this.

All members of staff will agree to respect the settings confidentiality policy and will sign a copy of this document to indicate their agreement.

Adopted on	25.06.08
Reviewed	20.04.10
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Reviewed	12.03.14

Signed by Chair



Admissions Policy

Statement of intent

It is our intention to make our setting accessible to children and families from all sections of the local community.

Aim

We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Methods

In order to achieve this aim, we operate the following admissions policy.

- We ensure that the existence of the setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible - in written and spoken form - and, where appropriate, in different languages. Where necessary, we will try to provide information through signing or an interpreter.
- We describe our setting and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe our setting and its practices in terms of how it enables children with disabilities to take part in the life of the Curriculum for the Foundation Stage.
- We make our equal opportunities policy widely known.
- We are flexible about attendance patterns to accommodate the needs of individual children and families.

The admissions to the Reception is based upon Blackburn with Darwen Borough admissions policy.

Prior to the child's attendance to the setting the parent / carer must complete and sign the registration form this provides the setting with vital information.

Please Note: Fernbank nursery cannot guarantee a place at any Primary School. Please follow guidance of Blackburn with Darwen admissions policy.



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Adopted on 25.06.08

Signed by Chair

Reviewed on 20.04.10
20.04.11
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Appraisal Policy

Fernbank Nursery believes that each employee needs to have a clear understanding of their roles with regard to their performance and personal development within the setting. Yearly appraisals and six weekly supervision monitoring should ensure clear two way communication channels are open and working.

Yearly appraisals form part of the employees and employers role and opens the door to communication and links between both management and staff.

This process should provide staff with aspirations for their own personal development maximising their full potential. Offering support, guidance and training either through in-house training or out sourced agencies will in turn benefit both the setting and the individual.

Any concerns or issues should be raised and discussed to ensure there is support and cooperation in place throughout the working environment.

By facilitating communication, direction, clarification and expectations staff and management will be able to have a shared understanding, reflecting on past work and moving forward by means of agreed action plans and objectives.



Procedure for Appraisals

All appraisals will be carried out yearly from last appraisal date:

Staff will be handed appraisal forms to complete two weeks prior to their appraisal date.

In this time they will have the opportunity to analyse and evaluate their past working performance and summarise any specific areas of concern or development for themselves.

During their appraisal they will be reminded that they will be reviewed six weeks from the date of their appraisal.

During their appraisal staff are encouraged to be as open and truthful about what they would like to achieve during their Continuous Professional Development (CPD).

Adopted on 13.03.14

Signed by Chair



Behaviour Management Policy

Statement of intent

Our setting believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. The behaviour management coordinator is **Atika Matariya**.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Methods

- All staff are responsible for ensuring that positive behaviour is reinforced at all times
- The senior management team :
 - Keep up-to-date with legislation and research and thinking on handling children's behaviour;
 - Access relevant sources of expertise on handling children's behaviour; and
 - Check that all staff have relevant in-service training on handling children's behaviour.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward
- An immediate verbal response to the action
- A gentle explanation to the child as to why behaviour was unacceptable.
- If unacceptable behaviour persists the child will be withdrawn from the activity / group for a short period of time
- If necessary a child may be taken to another room to calm down. Parents will be informed if we feel that a child's behaviour is particularly unacceptable



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- Members of the senior management team will be informed and monitor the situation
- Every member of staff will be consistent.

We will follow these procedures in a way that is appropriate to the maturity of the child and the misdemeanour.

- We familiarise new staff and volunteers with the setting behaviour policy and its rules for behaviour.
- We expect all members of the setting - children, parents, staff, volunteers and students - to adhere to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our senior management team and are recorded on our Incident sheet. A parent is informed on the same day and signs the Incident sheet to indicate that he/she has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Any incidences are recorded and monitored. In Reception the Head Teacher will be informed.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Adopted on 25.06.08
Reviewed on 20.04.10
20.04.11
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20.04.13
12.03.14

Signed by Chair



Safe Guarding Policy

Our setting wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

Child Protection is provided by the Local Safe Guarding Children's Board (LSCB), which supplies support for families whose children are in need of safeguarding to promote their welfare and upbringing.

All staff members are aware of the possible indications of abuse or neglect and of the procedure for dealing with suspected cases. The designated persons for Safe Guarding within the settings are:

Safe Guarding Officer: Farida Kondwilkar

School: Head Teacher

Deputy Head Teacher in her absence.

Referrals of child abuse

a) If a child arrives with injuries the staff should:

- 1 Ensure immediate medical attention, if necessary.
- 2 If possible ask the parent/carer how the injuries occurred.
- 3 Explanations, however puzzling, will be accepted and accusations will not be made. A written record, including diagrams, of observations and explanations given will be made. This recording of information is to ensure that reasonably full and clear information is obtained in order to be able to make an appropriate referral to the Deputy Referral Assessment Team if necessary.
- 4 If we suspect that the injuries have been caused by assault or by failure to protect the child the designated child protection persons must be informed. They will contact, without delay, the school nurse / Deputy Referral Assessment Team.
- 5 We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which affect the wellbeing of children.
- 6 If a report is to be made to the authorities, we act within the Local Safe Guarding Children's board (LSCB) guidance and must inform the child's parents at the same time.



b) Suspicion of Abuse

If through conversation or other contact with the child you have cause to suspect physical, sexual or emotional abuse or neglect of a child in your care:

1. Listen to what the child says. Be comforting and sympathetic. Ensure that the child feels as little responsibility as possible.
2. We will not make any suggestions to the child regarding how the incident may have happened; therefore we will not question the child except to clarify what he/she is saying.
3. We will write down the name of the child, personal details and the exact words spoken by the child. This will be witnessed, signed and dated.
4. We will not make assumptions about whom the allegation might concern. **If a member of staff** may be involved, appropriate steps will be taken to ensure the safety of the child and other children. The staff member will be taken to a confidential area where the managers will inform the staff member of the allegation. The managers will question the member of staff to ascertain where the member of staff was at the time of the incident recording what was said and by whom, copies of which will be sent to the Duty Referral Assessment Team and Ofsted. The managers will inform the member of staff that they(the managers) will have to contact the Duty Referral Assessment Team and also inform Ofsted. The managers will then escort the member of staff off the premises suspending them whilst an investigation is made by the Duty Referral Assessment Team. Ofsted will also be informed.
5. The designated child protection persons will be informed of any suspicions and they will contact without delay the School nurse / Duty Referral Assessment team. Ofsted will be notified of any allegation/suspicions.
6. Once a child is referred to the Duty Referral Assessment Team they and the Local Safe Guarding Children's Board will make an assessment of the child's needs.

Subsequent Action

Following such a referral, Duty Referral Assessment Team and possibly the Police will undertake enquiries. Staff may be required to provide statements and attend an Initial Safe Guarding Conference.



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Confidentiality

The setting has the right to share any information regarding safe guarding with other childcare professionals. All information will be kept confidential and shared with only those who need to know.

Training

We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the Local Authority guidelines for making referrals. We ensure that all staff know the procedures for reporting and recording their concerns.

Complaints

We ensure that all parents know how to complain about staff within the setting which may include an allegation of abuse.

We follow the guidance of the Local Safe Guarding Children’s Board (LSCB) when investigating any complaint that a member of staff or volunteer has abused a child.

Children’s Services The Duty Referral Assessment Team The Exchange Blackburn Tel. 01254 587547	School Nurse Barbara Castle Health Centre Blackburn Tel. 01254 617100	<u>Ofsted</u> Early Years Piccadilly Gate Stores Street Manchester M1 2WD Tel 0300 123 1231
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Adopted on	25.06.08
Reviewed	20.04.10
Reviewed	08.01.11
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Reviewed	08.01.13
Reviewed	12.03.14

Signed by **Chair**



Complaints Procedure

Statement of intent

It is clearly of paramount importance that the setting runs smoothly and that parents and staff together in a spirit of cooperation in the child's best interests. In the event of complaints from either staff or parents every effort will be made to quickly and appropriately and the following procedure will be followed.

Aim

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Method of Action

- If a parent feels that he/she has cause for complaint they should first speak to the manager. For school please speak to a senior member of the setting.
- The setting will respond to any complaint as quickly as possible they will talk with staff and parents to overcome the problem.
- Complaints will be recorded and dated in a Complaints Book as required.
- After a complaint has been resolved the final outcome will be written in the complaints book.
- If a complaint is put in writing the nursery will notify the complainant of the outcomes of the investigations within 28 days.
- If a complaint is put in writing in the Reception the letter will be forwarded to the Governors and dealt with promptly.
- Complaints by a member of staff will be dealt with by the senior management team.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Child Protection Committee.

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements are adhered to.



Fernbank Nursery Ltd



The address and telephone number of our Ofsted regional centre are:

Ofsted
Piccadilly Gate
Stores Street
Manchester
M1 2WD
Tel 0300 123 1231

Adopted on 25.06.08

Signed by Chair

Reviewed 20.04.10
Reviewed 08.01.11
Reviewed 10.01.12
Reviewed 08.01.13
Reviewed 12.03.14



Equipment and Resources Policy

Statement of intent

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

Aim

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

Methods

In order to achieve this aim:

- we provide play equipment and resources which are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- we provide a sufficient quantity of equipment and resources for the number of children;
- we provide resources which promote all areas of children's learning and development, which may be child- or adult-led;
- we select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- we provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- we provide made, natural and recycled materials which are clean, in good condition and safe for the children to use;
- we provide furniture which is suitable for children and furniture which is suitable for 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 and clean, or replace any unsafe, worn out, dirty or damaged equipment;
- we keep an inventory of resources and equipment. This will record the date on which each item was purchased and the price paid for it;
- we use the inventory to:
 - review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development; and



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- record the dates and results of checking the resources and equipment;
- we provide adequate insurance cover for the nursery's resources and equipment;
- we use the local library and toy library to introduce new books and a variety of resources to support children's interests; and
- we plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

Adopted on 25.06.08

Signed by Chair

Reviewed 20.04.10
20.04.11
20.04.12
20.04.13
12.03.14



Policy on Fire

In the event of a fire do not attempt to put it out yourself. Ensure the safety of the children in your care and yourself by collecting the children together and leaving by the nearest fire exit.

Fire drill will take place each half term at a time notified in advance to staff. Once a year a fire drill will take place without warning. All staff will be told that this will happen once a year, but no further warning will be given.

A properly authorized firm tests fire extinguishers once a year and all fire exits will be kept in good repair.

All members of staff are aware of the location of fire exits.

Near each fire exit there is a notice explaining the fire procedures.

Procedure to be followed in the event of a fire

1. On hearing the fire alarm the children in each room will be collected together and taken out of the nearest fire exit to the assembly point (playground).
2. The manager will check the office, disabled toilet and children's toilets.
3. The deputy manager will check the health room, multi-purpose room and assisted toilets, escorting any visitors off the premises to the fire assembly point.
4. The manager / Class teachers will collect the register with emergency contact details before going outside. Once outside the children will line up and the register will be taken.
5. Details for evacuation of Special needs Children will be written down and displayed next to the exit of the class room / nursery.
6. The manager / Head Teacher will call the emergency services (999), using a mobile phone, once she has evacuated the building. If the member of staff does not have a mobile phone, and nor does any other member of staff, a member of staff will be despatched to the nearest building to use the phone there or to the nearest call box.
7. Only the manager / Head Teacher can decide if and when it is safe to re-enter the building. This must be done in liaison with the emergency services.
8. If it is not possible to re-enter the building, parents will be contacted immediately with a designated location to collect their child.



Procedure to follow in the event of a fire – after 4pm

Ensure the safety of all children in your care and yourself by collecting the children together and leaving by the nearest exit.

In the event of a fire do not attempt to put it out yourself.

1. On hearing the fire alarm the children in the rooms will be collected together and taken out of the nearest fire exit point by one of the staff member and students, after first collecting keys for the gate from the hook by the store room door. Then proceed to meeting point.
2. Management to check toilets, and other areas to ensure no-one is left in the building.
Management then collect registers and the first aid box. Nursery mobile phone is in this box for you to ring the fire brigade and all other emergency contacts are also stored in this box.
3. Our fire assembly point is the crossroads on the Whinney Lane path, between reception class and Whinney Lane path.
4. Once outside the fire brigade will be rung, using the mobile phone, whilst other staff members will take the register.
5. Only management can decide when it is safe to re-enter the building, this must be done in liaison with the emergency services.
6. If it is not possible to re-enter the building, parents will be called to collect their child (in first aid box).

Adopted on 25.06.08

Signed by Chair

Reviewed on 20.04.10



Being Healthy Food and drink policy

Statement of intent

This setting regards snack and meal times as an important part of the nursery's day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

Aim

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

Methods

- Before a child starts to attend the nursery, we find out from parents their children's dietary needs, including any allergies.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes.
- We display the menus of meals/snacks for the information of parents.
- We provide nutritious food at all meals and snacks.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils which are appropriate for their ages and stages of development and which take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- In accordance with parents' wishes, we offer children arriving early in the morning - and/or staying late - an appropriate meal or snack.
- We inform parents who provide food for their children about the storage facilities available in the nursery.
- We give parents who provide food for their children information about suitable containers for food.
- We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.



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- For children who drink milk, we provide semi skimmed pasteurised milk.
- The setting will provide advice on the appropriate lunch box content i.e. the use of ice blocks, Smile For Life, 5 a day etc.

Adopted on

25.06.08

Signed by Chair

Reviewed on

20.04.10

20.04.11

20.04.12

20.04.13

12.03.14



Policy on Outings

For all outings the following procedures must be followed:

- 1 A pre visit will be made to ensure the suitability of the venue.
- 2 A Health and Risk assessment will be carried out to make certain the children will be in a secure and safe environment.
- 3 Written permission must be obtained from all parents prior to the outing. Children who do not have permission will not be allowed to go.
- 4 In the nursery staffing ratios must be maintained at the same level as in force in the setting. Additionally, where possible parents should be encouraged to join in as they can be responsible for their own children and allow staff to concentrate on the other children. In reception classes they will be grouped in a ratio of 4 children to one adult
- 5 A named first aid person must be present on each mode of transport and a suitable first aid box must be taken. Copies of registration sheets containing contact numbers, allergies, etc. must also be taken. All medicines must be assigned to a named person
- 6 The children must be counted before setting off (on the mode of transport if used) and counting must be ongoing at regular intervals throughout the outing. If the group is broken up into sub-groups a designated person in charge must be assigned and that person is responsible for counting the children at regular intervals.
- 7 A named person on each mode of transport will be responsible for a mobile phone in case of emergencies. A label must be attached to all children showing the name of the setting and telephone number. This label must be displayed on the child in a manner that is visible and is not easily removed by the child.
- 8 For children who are not toilet trained, to the best of our ability, we will try and make sure that there are appropriate changing facilities so that all children can attend. No member of staff may go into a toilet on their own with a child. Where possible children will be toileted in groups. Volunteers or students will not be allowed to toilet any child unless it is their own child.
- 9 Food and drinks must be provided at similar times to those in the setting and additional drinks should be offered if the weather is warm or if energetic exercise is part of the day.
- 10 Meeting points must be pre-designated and times arranged when all the party should assemble. These must be strictly adhered to.
- 11 Transport must be fully insured and the drivers' details satisfactory. All seats where appropriate must have safety belts. The maximum seat



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- capacity of the vehicle must not be exceeded. Adults will check seat belts are securely fastened before departure if the transport is fitted with them.
- 12 Spare clothing will be provided in case of accidents. Spillage kits will be kept on the mode of transport in case of accidents.
 - 13 If the weather is hot parents, will be asked to protect their child with sun cream and to provide a sun hat.
 - 14 In the event of the mode of transport breaking down the group leader will ensure the safety of the children. If suitable the children will be evacuated to the nearest safe area. They will stay together until the vehicle is repaired/replaced.

At the conclusion of each outing the manager will complete a review of the outing, noting the following:

- 1 Any particular problems with transport (e.g., transport arriving late, no seat belts etc)
- 2 Any particular problems with the venue (e.g., nowhere to shelter during rain)
- 3 Any particular problems with specific children (illness, distress, etc)
- 4 Educational benefits of the visit
- 5 Comments from parents
- 6 Recommendations for future visits.

Please Note:

All trips and outings will not be undertaken if the Nursery has to run at a loss and all parents are asked to make voluntary contribution to the cost of the trip/outing.

Prior to each outing the manager will refer back to the reviews and take accounts of comments when preparing for the next outing.

For additional information, procedures and forms please refer to the school's outings and visits file.

Adopted on 25.06.08

Signed by Chair

Reviewed on 20.04.10
20.04.11
20.04.12
20.04.13
12.03.14



Policy on Play

The setting understands that play is something that a child best enjoys. A child's play has a purpose and can be a step towards the learning and understanding of valuable skills. It can help the child fit into the world physically, intellectually, emotionally and socially, and grow to be a healthy and competent individual.

The setting will endeavour to provide children with a stimulating environment, where playing and learning go hand in hand. A varied selection of activities will be provided throughout the day, using both indoor and outdoor activities.

Consideration will be taken to ensure that provision is made for children with special needs and abilities.

Messy Play

A large variety of different mediums, such as shaving foam, corn flour, jelly crystals, and play dough will be made available. These will provide different tactile and imaginative experiences and will encourage expressive language.

Creative Activities

Activities such as painting, sticking, chalking and box modelling will be made regularly available. Additionally games such as ring games, lotto and snap will encourage conversation and the learning of social skills - taking turns, sharing, winning and losing.

Imaginative Play

The setting recognizes the importance of imaginative play to children and will aim to provide rich opportunities to widen the imagination. These will include dolls and accessories, road maps and cars, trains, dressing up clothes and a home corner. Various different play settings will be made available. There is also a selection of construction toys that additionally encourage good hand/eye coordination, counting, sorting, etc.



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Physical Play

Tunnels, tricycles, balls, hoops, climbing apparatus etc are provided.

Outdoor Play

Children will have access to the outdoors in all weathers subject to management approval, Nursery provide outdoor coats for this purpose. If your child is fit to attend nursery they are fit to play out if they desire.

Books

A variety of books are available for children to look at and read, both under supervision and alone. In any event children will be read to as a group each day.

Additional Equipment

A tape player, white board, computer and musical instruments will be available so that in addition to hearing and responding to music children will be encouraged to think about how sounds are produced

Adopted on 25.06.08

Signed by Chair

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20.04.11
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12.03.14



Policy on Self Esteem

The setting recognises that staff in the establishment can have a major part to play in the raising of self-esteem in the children that we see.

It is our continuing aim to:

- 1 Make all the children feel valued.
- 2 Ensure that all the children feel included all the time.
- 3 Enable the children to share their experiences with each other and with staff.
- 4 Display a range of positive images and objects that reveal people in non-stereotypical roles.
- 5 Celebrate diversity within the school and to use resources that reflect diversity - including books, dolls and role-play.
- 6 Help children to appreciate and value each other.
- 7 Reward the children for good behaviour and effort.

In order to implement this policy it is important that our staff themselves have a high self-esteem and also believe completely in what the setting is doing, in the way that it is providing education for children in our area.

If any member of staff reveals through actions or attitude a lack of positive feeling for herself or for our work then the manager will invite the member of staff to discuss the situation, and seek to resolve this issue through discussion.

While the setting is very aware that its members of staff will themselves be encountering issues in daily life which may cause problems and discomfort, the setting must insist that the undertaking of the role of working in this establishment requires a positive attitude and approach on all occasions.

Adopted on 25.06.08
Reviewed 20.04.10
 20.04.11
 20.04.12
 20.04.13
 12.03.14

Signed by Chair



Policy on Essential Records

The following records must be kept on the premises at all times

1. Name, home address and date of birth of each child registered at the setting.
2. Name, home address and telephone number of a parent of each child so registered.
3. Name, home address and phone number of every person living on or employed on the premises.
4. Details of any person who will be in unsupervised contact with children at any time (including for example the member of staff who will stay behind in the event of a child not being collected by a parent on time).
5. Daily record of children on the premises, and their hours of attendance.
6. Record of any accidents.
7. Record of any medicines supplied to children at the request of parents.
8. Procedures for and record of any fire or accident.
9. Procedures to be followed in the event of a parent failing to collect a child at any time.
10. Procedures to follow in the event of a child being lost.
11. Record of any complaints from a parent about the service offered by the setting.
12. Procedures for the protection of children in the event of an allegation of abuse or neglect.
13. Copy of the standard contract with parents.
14. Staff rotas and cover for staff illness.
15. Qualifications of everyone employed in the facility.
16. Complaints towards staff
17. Planning permission documents.
18. Environmental health and fire officer reports.
19. Maintenance and cleaning of premises and equipment log.
20. Gas and electrical safety check.
21. Menu and record of food intake.
22. Collection of children procedures in the event of an emergency.

Adopted on 25.06.08

Signed by Chair

Reviewed on 20.04.10
20.04.11
20.04.12
20.04.13
12.03.14



Policy on Lost Children

There are a limited number of situations where a child could be lost and these are:

- 1 Where a child wanders off on an outing (see ***Policy on Outings***).
- 2 Where a child escapes from the outside play area.
- 3 Where an unapproved adult takes a child from the setting (see ***Procedures for Answering the Door and for the Collection of Children***).

Should a child become lost the following action should be taken:

- 1 Alert the manager / Foundation Stage Leader who will make enquiries of relevant members of staff as to when the child was last seen and where. Question the children to ascertain if they have seen the missing child.
- 2 Remember the safety of the other children, with regard to supervision and security.
- 3 Ensuring that the remaining children are sufficiently supervised and secure, one or preferably two members of staff should search the building and immediate vicinity.
- 4 If the child cannot be found within fifteen minutes then inform the manager / head teacher who will contact the Police and inform the parents.
- 5 Continue to search, opening up the area, and keeping in touch with a mobile phone if available.

When the situation has been resolved members of staff should review the reasons for it happening and ensure measures are taken to ensure that it does not happen again.

Adopted on 25.06.08
Reviewed on 20.04.10
20.04.11
20.04.12
20.04.13
12.03.14

Signed by Chair



Policy on Partnership with Parents

The setting recognises that working in partnership with parents is of major value and importance to the setting in enabling it to provide a happy, caring and stable environment for children and their parents. We aim to form a good relationship with parents so that information regarding their children (be it developmental, social or health related) can be exchanged easily and comfortably by staff and parents.

The list below shows ways in which we will try to achieve a strong working partnership with parents:

1. The staff are always available for discussion with parents. We offer an open door policy. Arrangements can be made for more private discussions at agreed times.
2. Information provided by parents about their children will be kept confidential and treated on a strict need to know basis.
3. Information regarding the children's activities throughout the day is always available to parents on a daily basis either by verbal communication or displayed in the reception and main nursery room.
4. Activity/topic plans will be on show in the setting for parents to view/read.
5. Regular newsletters / curriculum letters will be issued to keep parents up to date with information about the setting, e.g. new developments or staff changes, via email, displayed on the notice board in reception.
6. Twice a year we will hold Progression Meetings, these will be informal where parents and their child can discuss their progress with their keyworker looking through their profile and learning journey.
7. If we have any concerns about a child's well-being during the day every effort will be made to contact the parents or their emergency contact.
8. When possible, to further encourage the children's development, parents will be asked to send in objects from home, e.g. photographs, old boxes and cartons, for topic work.
9. Parents are requested to keep us informed of any changes to personal circumstances that may have an effect upon a child, e.g. change of address, telephone number, doctor, emergency contact or who can collect their child (password required).
10. Parents are also requested to keep us informed of any circumstances that could have an effect on a child's emotional well-being e.g. bereavement, separation or illness in the family.
11. News letters will be sent to prospective parents to give them an insight into nursery life.
12. Fernbank Nursery operates a library scheme enabling children to select a book from our library. Please note a library bag is required for transporting the book to and from nursery, these can be purchased from the office at a small cost. Reading at home in a relaxed environment is a special time



Fernbank Nursery Ltd



you can both share together thus developing a child's love and appreciation of books.

Adopted on 25.06.08
Reviewed on 20.04.10
08.01.11
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Adopted on 25.06.08
Reviewed on 20.04.10
08.01.11
10.01.12
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12.03.14

Signed by Chair



Procedure for Settling Children into the Setting

1. It is of paramount importance to the setting that all children in the setting should be treated with great care and consideration. A new child should feel comfortable, cared for and integrated into the life of the setting as quickly as possible.

Pre-visits: Two pre-visits are offered to parents and child. The intention of these visits is to allow each child to experience the nursery environment mixing with staff and peers before they start full time. Parents are able to see first-hand the child's response to the nursery setting. This also gives parents time to mix with staff sharing information about their child and filling in vital forms required by the nursery such as "All about me" Library paperwork etc.

2. During the first two sessions the parents or carers have the option of:

- Staying with their child if they wish.
- Staying with their child for part of the time.
- Leaving the child for the whole time.

We can give advice on this if asked by parents or carers but it is our preference that parents/carers should do what, in their experience, is best for their child. We fully appreciate that this can be a difficult time for both adult and child.

3. It is our policy that, so far as is possible, sessions should run in the normal way when a parent or carer is present. The parent or carer should be able to see the regular pattern of what happens during the day, how the staff cope with anything unexpected and in particular they should be able to see the level of care received by all children in the setting.

4. When a child starts we are happy to receive telephone calls from parents or carers at all times. We fully understand that parents and carers are concerned about that child's welfare and are likely to feel upset at leaving him or her in someone else's care. We will aim to alleviate these fears but if a child is very upset it is our policy to tell the caller, thus giving the caller the option of calling again to see if there is still a problem.

5. If a child remains very upset it is the policy of this setting to call the parent or carer and discuss our concern.

Children cannot play and learn successfully if they are anxious or unhappy. Our settling in procedure is aimed to help parents to help their child to feel comfortable in the setting, to benefit from what is on offer, and to be confident that their parents will return at the end of the session.



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Key Worker System

We have a key worker system at the setting where each member of staff is allocated a particular number of children in order to provide support for any needs they may have and general interaction on a day-to-day basis.

Adopted on 25.06.08

Signed by Chair

Reviewed on 20.04.10
08.01.11
10.01.12
08.01.13
12.03.14



Procedure for children who bite, snatch, scratch, or show signs of challenging behaviour

- Praise any/all good behaviour
- Verbal response to the action
- Gentle explanation to the child as to why behaviour was unacceptable.
- If unacceptable behaviour persists the child will be withdrawn from the activity/group for a short period of time.
- If necessary a child may be taken to another room to calm down (two adults required here).
- If incidents occur on a regular basis i.e daily over a number of weeks with no change (Common sense required here remember to take into account any changes at home, death, birth, extended holiday, separation). And staff feel there could be an issue then.....
- Parents will be informed and a behaviour strategy will be put in place which helps and supports the child.
- FACT not assumptions to be made to the manager.
- Once the strategy has been put in place it must be kept up until the manager and parents decide otherwise.
- Starting with the child's keyworker. The keyworker /floater will shadow/ Meerocat the child at a distance so as not to arouse the child's suspicion that he/she is being watched.
- Whoever is floating after the initial start-up will follow the same procedure and.....
- Intervene only if the child is going to use bad behaviour.
- However if you spot GOOD behaviour however small Praise it.
- All staff to follow the same procedure.
- Daily am and pm updates to the manager.
- Weekly review with Parent and manager.
- Remember all should be based on FACT not assumption.

Adopted

May 2013

Signed by Chair

Reviewed on

12.03.14



Procedures for Answering the Door and for the Collection of Children

To ensure the safety of all children and staff the following procedures must be adhered to:

1. Arrival

A member of staff will be at the main entrance to meet all children and parents at the start of the session. It is the responsibility of each parent / carer to see their child safely into the childcare room and not leave them outside the door. A register is located in the entrance for all parents/carers to sign their child in and out with a member of staff.

2. **Visitors**

Any visitors, such as sales people, college assessors, gardener, handyman, must fill in the visitor's book on arrival.

3. **Authorized collector's**

If a child is being collected early or by someone else, it is important that parents tell the manager, so that she can make a note and inform the other staff. Parents should always inform a member of staff before taking their child off the premises. If possible parents should introduce the person or provide an update photograph of who is collecting their child to the managers at an earlier date. If not, parents should leave a name and password and a description and, explain to the person that they must identify themselves.

4. **Persons prohibited from collecting children**

If different person calls to collect a child, and the parents have not informed the setting of this, then the parents' permission must be obtained before handing over the child.

All staff should be aware that some children are not allowed to come into contact with members of their own family. In such circumstances a register is kept of each child and the names of those family members with whom that child is forbidden contact. If one of these family members should call at the setting they must not be granted access and an authorized person must deal with the situation and ensure that no contact is permitted. The child's primary carer must be informed of the incident immediately thereafter.

Parents need to inform staff if they are arriving late or picking up their child early. They must also inform us when their child will not be attending nursery.



Fernbank Nursery Ltd



Adopted on 25.06.08

Signed by Chair

Reviewed on
20.04.10
08.01.11
10.01.12
08.01.13
12.03.14



Procedure for Uncollected Children

The setting obviously has an obligation to stay with any uncollected child at the end of the day, until that child is collected.

The setting must not release the child to an unauthorised person, even if the collection is late, unless an authorised person telephones to state that because of an emergency a different person will be collecting. The authorised person should give the name and address and a physical description of the unauthorised person and the manager should check this description before permitting the child to leave.

A record will be kept of all children who are not collected by the due time. This will note the date, the time at which the child was collected, who collected the child, and the reason given.

In the event that a child is not collected by the due time on three occasions in one year the parent will be written to by the manager, pointing out the difficulties late collection causes the setting.

Adopted on 25.06.08

Signed by Chair

Reviewed on 20.04.10

Reviewed on 08.01.11

Reviewed on 10.01.12

Reviewed on 08.01.13

Reviewed on 12.03.14



Recruitment Procedure

Aim

It is the policy of the setting that all recruitment procedures are advertised internally and openly for all to apply regardless of ethnic origin, sex, gender, race etc.

- Applications must provide a full history of their employment.
- All applications are accepted and from these a short list for interviews will be made.
- Letters will sent out to people on the short list inviting them for an interview stating a time, date and venue and requesting them to provide evidence of qualification certificates.
- The interview panel will be made up from Committee members and the manager of the setting.
- The interview panel will have a set of questions to ask the applicant scoring them points for each question.
- After the last applicant's interview the panel will retire to make their decision.
- An Enhanced CRB clearance and two references will be sought and checked as to the suitability and satisfaction of the Committee and manager.

Induction Procedure

It is the aim of the setting to ensure all new members of staff feel comfortable and secure in their new environment. Management deliver a comprehensive Induction programme over a six month period, offering support and internal training where and when appropriate.

Half Term Reviews

Staff undergo half term reviews to ensure everyone is happy within the team. If there are any concerns management will deal with them as discreetly as possible.

Performance Management Observations

It is the aim of the setting to aspire, to being a Reflective Practice evaluating and promoting personal development programmes and positive yearly performance observations for all staff.



Fernbank Nursery Ltd



Appraisals

It is the aim of the setting to aspire, to being a Reflective Practice evaluating and promoting personal development programmes and positive yearly appraisals for all staff.

Adopted on	25.06.08
Reviewed on	20.04.10
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	12.03.14

Signed by Chair



Staying Safe

Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during the nursery.

Windows

- Low level windows are made from materials which prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

Doors

We take precautions to prevent children's fingers from being trapped in doors.

Floors

All surfaces are checked daily to ensure they are clean and not uneven or damaged.

Kitchen

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment.



Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our 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.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

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



Student Placement Policy

Statement of intent

This nursery recognises that qualifications and training make an important contribution to the quality of the care and education provided by nursery settings. As part of our commitment to quality, we offer placements to students undertaking early years' qualifications and training. Students undertake regular observations of children; however, children are not named to ensure confidentiality.

Aim

We aim to provide for students on placement with us, experiences which contribute to the successful completion of their studies and which provide examples of quality practice in early years care and education.

Methods

- We require students to meet the 'suitable person' requirements of Ofsted.
- We require schools placing students under the age of 17 years with the pre-school to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students who are placed in our nursery on a short term basis are not counted in our staffing ratios. Students who are placed for longer periods - for example, a year - may be counted in our staffing ratios provided we consider them to be competent Subject to college approval.
- We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our nursery is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers which hinder the essential work of the nursery.
- We ensure that students placed with us are engaged in bona fide early years' training which provides the necessary background understanding of children's development and activities.
- Students are not allowed to toilet or change children's nappies.



Fernbank Nursery Ltd



- Student placement should fit in with the nursery opening hours subject to college approval.

Adopted on 25.06.08

Signed by Chair

Reviewed on
20.04.10
20.04.11
20.04.12
20.04.13
12.03.14



Policy on Working Together and Showing Respect for Staff and Children

It is our aim to provide a friendly and respectful working environment for all our staff and children. To implement this all members of staff must undertake to:

1. Work together at all times and help each other out as much as possible.
2. Never talk derogatorily about a member of staff to anyone behind that person's back.
3. Sort out problems promptly so that they are not allowed to fester.
4. Treat other staff in the manner in which they themselves would like to be treated.
5. Show all children equal care and attention.
6. Ensure that all children in their care receive lots of love and cuddles.
7. Ensure that no child is singled out for special attention or lack of it.
8. Ensure that they do not discuss a child's appearance, development, behaviour or the feelings of the staff in a negative manner in front of that child or other children.

Adopted on 25.06.08

Signed by Chair

Reviewed 20.04.10
08.01.11
10.01.12
08.01.13
12.03.14