Nature Barn Nursery Ltd

Policies and Procedures

Contents

1. Safeguarding children/child protection policy
2. Online safety policy
3. Modern slavery and human trafficking policy
4. Prevent duty and radicalisation policy
5. Domestic abuse, honour-based abuse and forced marriage policy
6. Intimate care policy
7. Safe and respectful care policy
8. Whistleblowing policy
9. Mobile phone and electronic device use policy
10. Social networking policy
11. Acceptable IT use policy
12. Inclusion and equality policy
13. Special education needs and disabilities policy (SEND)
14. Looked after children (LAC) policy
15. Dealing with discriminatory behaviour policy
16. Promoting positive behaviour policy
17. Biting policy
18. Well-being in the nursery policy
19. Sickness and illness policy
20. Infection control policy
21. Medication policy
22. Accidents and first aid policy
23. First Aid Accidents and illnesses-signs, symptoms and action
24. Immunisation policy
25. Allergies and allergic reaction policy
26. Sun care policy
27. Health and safety general policy
28. Fire safety policy
29. Manual handling policy
30. Animal health and safety policy
31. Environmental sustainability policy
32. Visits and outings policy
33. No smoking/vaping policy
34. Alcohol and substance misuse policy
35. Critical incident policy
36. Lock down policy
37. Adverse weather policy
38. Supervision of children policy
39. Supervision of visitors policy
40. Safe recruitment policy
41. Suitability of staff policy
42. Supervisions policy
43. Data protection and confidentiality policy
44. Record retention policy
45. Anti-bribery policy
46. Quality provision policy
47. Equipment and resources policy
48. Early learning opportunities statement
49. Gifted and talented children policy
50. Settling in policy
51. Transitions policy
52. Outdoor play policy
53. Multiple birth families policy

54. Caring for babies and toddlers policy
55. Nappy changing policy
56. Use of dummies in n nursery policy
57. Sleep policy
58. Bereavement policy
59. Nutrition and mealtimes policy
60. Packed luck policy
61. Food play policy
62. Parents and carers and partners policy
63. Separated family policy
64. Complaints and compliments policy
65. Conflict resolution with parents and aggressive behaviour policy
66. Access and storage of information policy
67. Admissions policy
68. Arrivals and departures policy
69. Late collection and non-collection policy
70. Nursery operational plan
71. GDPR Notice
72. Emergency evacuation and fire policy
73. Respiratory illness policy
74. Car seat policy
75. FEEE Policy

Safeguarding Children/Child Protection Policy

EYFS: Section 3 – Safeguarding and welfare requirements

At Nature Barn Nursery we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation, and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding children is everybody's responsibility. All staff, students, any supply staff and visitors are made aware of and asked to adhere to, the policy.

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures including:

- Online safety
- Human Trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Abuse, Honour Based Abuse (HBA) and Forced Marriage
- Looked After Children
- Monitoring staff behaviour
- Social networking
- Mobile phone and electronic device use
- Safe recruitment of staff
- Disciplinary
- Grievance
- Promoting positive behaviour

Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006 (amended 2018)
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2023
- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2023
- Data Protection Act 2018
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015.
- Prevent Duty 2023

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

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

(Definition taken from the HM Government document 'Working together to safeguard children 2023).

Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct.
- Ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take.
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development.
- Provide a safe and secure environment for all children.
- Promote tolerance and acceptance of different beliefs, cultures and communities.
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling.
- Always listen to children.
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need.
- Share information with other agencies as appropriate.

The nursery staff are aware that abuse does occur in our society, and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Staff working on the frontline with children and families are often the first people to identify a concern, observe changes in a child's behaviour or receive information relating to indicators of abuse. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for Children's Social Care, family support, health professionals including health visitors or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The nursery aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develops and builds children's well-being, confidence and resilience. We will support children

to develop an awareness of how to keep themselves safe, healthy and develop positive relationships

- Ensure staff are trained right from induction to understand the safeguarding and child protection policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children (child on child) through bullying or discriminatory behaviour.
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families; including the impact of toxic trio on children and Adverse Childhood Experiences (ACE's).
- Ensure that all staff feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and share information and seek the help that the child may need at the earliest opportunity.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates.
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Essex Safeguarding Children Board (ESCB).
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest.
- Keep the setting safe online, we refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations and use appropriate filters, checks and safeguards, monitoring access at all times and maintaining safeguards around the use of technology by staff, parents and visitors in the setting.
- Ensure that children are never placed at risk while in the care of nursery staff.
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy.
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities including the local authority.
- Ensure parents are fully aware of our safeguarding and child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur.
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by Essex Safeguarding Children Board.

Contact telephone numbers

Local authority children's social care team-**0345 603 7627**
Local authority Designated Officer (LADO)-**03330 139 797**
Local Authority Out of Hours Team-**0345 606 1212**
NSPCC-**0808 800 5000**
Emotional well-being and mental health (EWMHS)- **03003001600**
Female Genital Mutilation Helpline- **08000283550**

Ofsted- **0300 123 1231**
Emergency police- **999**
Non-emergency police- **101**
Government helpline for extremism concerns- **020 7340 7264**
Child exploitation and Online protection command (CEOP)-
https://www.ceop.police.uk/safety-centre/

Types of abuse and particular procedures followed
Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or more rarely, a stranger. This could be an adult or adults, another child or children.

What to do if you're worried a child is being abused, advice for practitioners (2015) and *Working Together to Safeguard Children (2023)*

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

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

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

Emotional states:
- Fearful
- Withdrawn
- Low self-esteem.

Behaviour:
- Aggressive
- Oppositional habitual body rocking.

Interpersonal behaviours:
- Indiscriminate contact or affection seeking
- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess, persistently resorting to gaining attention
- Demonstrating excessively 'good' behaviour to prevent parental or carer disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents or carers
- Lack of ability to understand and recognise emotions

- Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

Harmful sexual behaviour
It is normal for some children to display sexualised behaviour towards other children as they develop. However, harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children, and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour. HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children, or adults. It is harmful to the children and young people who display it, as well as those it is directed towards.

We understand that children can experience HSB in various settings, including at a childcare / education setting, at home (or at another home), online or in public a place - for example, in toilets, changing areas, or outside spaces such as play areas, or when travelling home.

We understand that, if a child's sexual behaviour is not developmentally appropriate or expected for their age, it is important to respond quickly, before the behaviour becomes harmful to that child or other children. We recognise HSB may also be a sign that a child has suffered their own trauma or abuse and we will respond to ensure they receive the right help at the right time to address the concerning behaviour.
If you have any concerns about a child or family, please follow the reporting procedure.

Preventing harmful sexual behaviour in children - Stop It Now

Child on Child abuse (sometimes known as peer on peer)
We are aware that child on child abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse or sexual abuse. We will report this in the same way we do for adults abusing children and will take advice from the appropriate bodies on this area; to support for both the victim and the perpetrator, as they could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

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

All children can suffer injuries during their early years as they explore and develop. If an explanation of how a child received their injury doesn’t match the injury itself or if a child’s injuries are a regular occurrence or there is a pattern to their injuries, then we will report our concerns.

Fabricated illness
Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The parent or carer may seek out unnecessary medical treatment or investigation; they may exaggerate a real illness and symptoms or deliberately induce an illness through poisoning with medication or other substances or they may interfere with medical treatments. Fabricated illness is a form of physical abuse, and any concerns will be reported, in line with our safeguarding procedures.

Female genital mutilation (FGM)
FGM can also be known as Female Genital Cutting. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death (definition taken from the Multi-Agency Statutory Guidance on Female Genital Mutilation).

The procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community.

FGM is child abuse and is illegal in the UK. It can be extremely dangerous and can cause:
• Severe pain
• Shock
• Bleeding
• Infection such at tetanus, HIV and hepatitis B and C
• Organ damage
• Blood loss and infections
• Death in some cases

Any concerns about a child or family, will be reported to the children's social care team in the same way as other types of physical abuse. We have a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18.

Breast ironing/flattening
Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down using hard or heated objects in order for the breasts to disappear, or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage.

Breast Ironing/Flattening is a form of physical abuse and can cause serious health issues such as:

- Abscesses
- Cysts

- Itching
- Tissue damage
- Infection
- Discharge of milk
- Dissymmetry of the breasts
- Severe fever.

Any concerns about a child or family, will be reported to the children's social care team in the same way as other types of physical abuse.

Sexual abuse

Sexual abuse involves forcing, or enticing, a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse; women can also commit acts of sexual abuse, as can other children.

Action must be taken if a staff member witnesses an occasion(s) where a child indicates sexual activity through words, play, drawing, has an excessive preoccupation with sexual matters; or has an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls/toys or in the role-play area with their peers; drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

If a child is being sexually abused staff may observe both emotional and physical symptoms.

Emotional signs:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Personality changes such as becoming insecure or clingy
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures or acting out actions inappropriate for their age
- Using sexually explicit language

Physical Signs:

- Bruises
- Bleeding, discharge, pains or soreness in their genital or anal area
- Sexually transmitted infections
- Pregnancy

Any concerns about a child or family will be reported to the children's social care team.

Child sexual exploitation (CSE)

Keeping Children Safe in Education (2023) describes CSE as: where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Signs and indicators may include:

- Physical injuries such as bruising or bleeding
- Having money or gifts they are unable to explain
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language that you wouldn't expect them to know
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator

or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

If staff have any concerns regarding CSE or CCE, they will be reported in the usual way.

Emotional abuse

Working Together to Safeguard Children (2023) defines emotional abuse as 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development'. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber 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.

Signs and indicators may include:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Overreaction to mistakes
- Extreme fear of any new situation
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Appear unconfident or lack self-assurance.

Action will be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe

ill treatment or rejection. Children may also experience emotional abuse through witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

Neglect

Working Together to Safeguard Children (2023) defines Neglect as 'the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development'. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
b. Protect a child from physical and emotional harm or danger
c. Ensure adequate supervision (including the use of inadequate caregivers)
d. Ensure access to appropriate medical care or treatment.

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

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

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

Action will be taken if the staff member has reason to believe that there has been any type of neglect of a child.

County Lines

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

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and indicators to be aware of include:

- Changes in the way young people you might know dress
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc.)
- Missing from home or schools and/or significant decline in performance

- New friends or relationships with those who don't share any mutual friendships with the victim or anyone else
- May be carrying a weapon
- Receiving more texts or calls than usual
- Sudden influx of cash, clothes or mobile phones
- Unexplained injuries
- Significant changes in emotional well-being
- Young people seen in different cars/taxis driven by unknown adults
- Young people seeming unfamiliar with your community or where they are
- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries
- Gang association or isolation from peers or social networks.

Cuckooing
Cuckooing is a form of county lines crime in which drug dealers take over the home of a vulnerable person in order to criminally exploit them as a base for drug dealing, often in multi-occupancy or social housing properties. Signs that this is happening in a family property may be an increase in people entering or leaving the property, an increase in cars or bikes outside the home; windows covered, or curtains closed for long periods, family not being seen for extended periods; signs of drug use or an increase in anti-social behaviour at the home. If we recognise any of these signs, we will report our concerns as per our reporting process.

If staff have any concerns regarding county lines/cuckooing, they will be reported in the usual way.

Contextual safeguarding-
As young people grow and develop, they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.
As part of our safeguarding procedures, we will work in partnership with parents/carers and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

Domestic Abuse / Honour Based Abuse / Forced Marriages
We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.

Extremism – the Prevent Duty
Under the Counterterrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It's a gradual process so young people who are affected may not realise what's happening.

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

We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

Incel
Incel which is short for 'involuntary celibacy' is a form of extremism. This relates to a person or community that is unable to form a relationship with others both emotionally and sexually and blames others. The person or community may then seek revenge and may plan violent attacks against others. This is more common in men partaking in violent attacks against women but can happen with any gender.
This can be seen as extremism and radicalisation if they are causing harm to others. They may also involve others to see Incel as an 'ideology'.

Reporting procedures are to be followed where this may be a cause of concern.

Online Safety
We take the safety of our children very seriously and this includes their online safety. Please refer to the Online Safety policy for further details.

Human Trafficking and Slavery
Please refer to our Human Trafficking and Slavery policy for detail on how we keep children safe in this area.

Adult sexual exploitation
As part of our safeguarding procedures, we will also ensure that staff and students are safeguarded from sexual exploitation.

Up skirting
Up skirting involves taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress, the individual. This is a criminal offence, and any such action would be reported following our reporting procedures.

Child abuse linked to faith or belief (CALFB)
Child abuse linked to a faith or belief occurs across the country. In such cases a parent or carer has come to view a child as 'different' and they may have attributed this difference to the

child being possessed. The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'Witch' is used and is the belief that a child is able to use an evil force to harm others.

Genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (See report: **Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (2007)**)

Definitions of CALFBW

The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. It is likely that a proportion of this type of abuse remains unreported.

There are a variety of definitions associated with abuse linked to faith or belief. The Child abuse linked to faith or belief: national action plan – GOV.UK (www.gov.uk) includes the following when referring to Child Abuse Linked to Faith or Belief (CALFBW).
Belief in concepts of:

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

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.
Reasons for the child being identified as 'different' may be a disobedient or independent nature, bed wetting, nightmares or illness. Attempts to exorcise the child may include but are not limited to beating, burning, starvation, cutting or stabbing and or isolation within the household.

Children with a disability may also be viewed as different, and various degrees of disability have previously been interpreted as 'possession', from a stammer to epilepsy, autism or a life limiting illness.

Witchcraft

Witchcraft is known by many terms; black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah or child sorcerers. All link to a genuine belief held by the family or carers that a child is able to use an evil force to harm others.

While these beliefs are not confined to any countries, cultures or religions, one message is clear; child abuse is never acceptable in any community or culture, under any circumstances.

Oral Infant Mutilation (OIM)
Oral Infant Mutilation involves gouging out the teeth of a toddler/child to prevent common childhood illnesses. IOM is a traditional practice performed, usually by village healers but also by priests and midwives as an accepted remedy for illness.

Infants presenting with diarrhoea and/or fevers are subjected to the removal of unerupted baby teeth as the swelling of the gums is mistakenly thought to indicate the presence of tooth worms. The tooth buds, usually of the milk teeth, are prised out of the gum, without anaesthesia, with unsterile tools such as a bicycle spoke, a hot nail, a penknife etc. Blood loss and shock due to the crude nature of the operation can lead to anaemia.

The unhygienic methods can cause septicaemia, tetanus, transmission of blood-borne diseases such as HIV/ AIDS, and can on occasions be fatal. Long term effects can include eradication and/or malformation of other primary and permanent teeth in the area.

Community and Faith Groups
When CALFB is suspected, practitioners need to establish if there is a faith community and leader which the family and the child adhere to and find out:

- The details of the faith leader and faith community which the family and child adhere to.
- The exact address of the premises where worship or meetings take place.
- Further information about the beliefs of the adherents and whether they are aligned to a larger organisation in the UK or abroad (websites are particularly revealing in terms of statements of faith and organisational structures).

Concerns about a place of worship may emerge where:

- A lack of priority is given to the protection of children and there is reluctance by some leaders to get to grips with the challenges of implementing sound safeguarding policies or practices.
- Assumptions exist that 'people in our community' would not abuse children or that a display of repentance for an act of abuse is seen to mean that an adult no longer poses a risk of harm.
- There is a denial or minimisation of the rights of the child or the demonisation of individuals.
- There is a promotion of mistrust of secular authorities and agencies.
- There are specific unacceptable practices that amount to abuse.

Guidance for Practitioners
Where the concerns about abuse linked to witchcraft and spirit possession for the welfare and safety of the child or young person are such that a referral to Children's Social Care should be made and the **Referrals Procedure** must be followed. The same applies where the concerns relate to beliefs about the use of medical interventions or health treatment.

An assessment should aim to fully understand the background and context to the beliefs in order to establish the facts i.e., what is happening to the child. Independent advisors should be considered to act as advisors where possible. The assessment may include key people in the community especially when working with new immigrant communities and different faith groups.

In view of the nature of the risks, a full health assessment of the child should take place to establish the overall health of the child, the medical history and current circumstances.

Any suggestions that the parent or carers will take the child out of the country must be taken seriously and legal advice sought regarding possible prevention. The child must be seen and spoken to on his or her own. The child's sleeping and living arrangements must be inspected. In assessing the risks to the child, the siblings or any other children in the household must also be considered as they may have witnessed or been forced to participate in abusive or frightening activities.

Private Fostering

When a child does not live with a close relative for more than 28 days, this is private fostering. The law considers a close relative to be a grandparent, sibling, uncle, aunt, step-parent. It is a legal requirement for local authority to be aware of this. Therefore, if you are concerned, it is our duty to contact the local authority to make them aware, following the reporting procedure below. This is to happen as soon as possible and no later than 48 hours after a child arriving at the designated address.

Reporting Procedures

All staff have a responsibility to report safeguarding/child protection concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

- Staff will report their concerns to the DSL (in the absence of the DSL they will be reported to the Deputy DSL).
- The DSL is: **Nursery Manager** – Stef Montgomery, The Deputy Designated Safeguarding Lead (DDSL) is **Nursery Room Manager and Deputy Manager.**

The Designated Safeguarding Lead for the Company is Stephanie Montgomery.

- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely.
- For children who arrive at nursery with an existing injury, a form will be completed along with the parent's/carer's explanation as to how the injury happened. Staff will have professional curiosity around any explanations given, any concerns around existing injury's will be reported
- If appropriate, any concerns/or incidents will be discussed with the parent/carer and discussions will be recorded. Parents will have access to these records on request in line with GDPR and data protection guidelines.
- If there are queries/concerns regarding the injury/information given, then the following procedures will take place:

The designated safeguarding lead will:

- Contact the Local Authority children's social care team to report concerns and seek advice immediately, or as soon as it is practical to do so. If it is believed a child is in immediate danger, we will contact the police. If the safeguarding concern relates to an allegation against an adult working or volunteering with children, then the DSL will follow the reporting allegations procedure (see below)
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not do so by LA children's social care team)
- The designated safeguarding lead will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2023). We will never assume that action has been taken.

Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the DSL or deputy DSL they should call the Local Authority children's social care team, the Police or the NSPCC and report their concerns anonymously.

These contact numbers are displayed on the safeguarding board in the staffroom.

Responding to a spontaneous disclosure from a child

If a child starts to talk openly to a member of staff about abuse, they may be experiencing, then staff will:

- Give full attention to the child or young person
- Keep body language open and encouraging
- Be compassionate, be understanding and reassure them their feelings are important using phrases such as 'you've shown such courage today'
- Take time and slow down: show respect, pause and will not interrupt the child – let them go at their own pace
- Recognise and respond to their body language
- Show understanding and reflect back
- Make it clear you are interested in what the child is telling you
- Reflect what they have said to check your understanding – and use their language to show it's their experience.
- Reassure the child that they have done the right thing in telling you. Make sure they know that abuse is never their fault
- Never talk to the alleged perpetrator about the child's disclosure. This could make things a lot worse for the child.

(Information taken from NSPCC)

Any disclosure will be reported to the nursery manager or DSL and will be referred to the local authority children's social care team immediately, following our reporting procedures.

Recording Suspicions of Abuse and Disclosures

Staff should make an objective record of any observation or disclosure, supported by the nursery manager or designated safeguarding lead (DSL). This record should include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure, location
- Exact words spoken by the child (word for word) and non-verbal communication
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and the **DSL or DDSL** dated and kept in a separate confidential file.

If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly, and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately. It is not the nursery's role to investigate, it is the role of statutory services to complete this.

Staff involved in a safeguarding case may be asked to supply details of any information/concerns they have about a child. The nursery expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

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

Informing parents
Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local authority children's social care team/police does not allow this to happen. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

Confidentiality
All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority. All staff, students and volunteers are bound by confidentiality and any information will not be discussed out of work, or this will become a disciplinary matter.

The Nursery has due regard to the data protection principles as in the Data Protection Act 2018 and General Data Protection Regulations (GDPR)[1]. These do not prohibit the collection and sharing of personal information, even without consent if this would put the child at

further risk. We will follow the principles around data collection and information sharing, and ensure any information is recorded and shared in an appropriate way.

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

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

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

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

Allegations against adults working or volunteering with children
If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

An allegation against a member of staff/student/volunteer/supply staff or any other person may relate to a person who has:

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

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation, then this should be reported to the **DSL or DDSL** instead.

We will follow our own local safeguarding partner's website information about how to report an allegation and we would also inform Ofsted immediately for this to be investigated by the appropriate bodies promptly.
This includes:

- If as an individual, you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the local authority children's social care team yourself directly.
- The local authority children's social care team will be informed immediately for advice and guidance.
- A full investigation will be carried out by the appropriate professionals (local authority children's social care team, Ofsted) to determine how this will be handled.
- The nursery will follow all instructions from the local authority children's social care team and Ofsted and ask all staff members to do the same and co-operate where required.
- Support will be provided to all those involved in an allegation throughout the external investigation in line with local authority children's social care team support and advice.
- The nursery reserves the right to suspend any member of staff during an investigation, Legal advice will be sought to ensure compliance with the law.
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities.
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police will also be informed.
- Founded allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment, Ofsted will be notified immediately of this decision along with notifying the Disclosure and Barring Service (DBS) to ensure their records are updated.
- All safeguarding records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation.
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry.
- Unfounded allegations will result in all rights being reinstated.
- A return to work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the individual staff member and the nature of the incident; this may include more frequent supervisions, coaching and mentoring and external support.

Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day, so the nursery management are able to account for a child's absence.

This should not stop parents taking precious time with their children, by keeping us informed parents can help us to meet our statutory requirements and let us know that children are safe.

If a child has not arrived at nursery within one hour of their normal start time the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family. It is a parent's responsibility to keep their emergency contact details updated. If contact cannot be established, then we would assess if a home visit is required to establish all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities in order to them to investigate further.

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

Looked after children

As part of our safeguarding practice, we will ensure our staff are aware of how to keep looked after children safe. In order to do this, we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- The details of the child's social worker and any other support agencies involved.
- Any child protection plan or care plan in place for the child in question.

Please refer to the Looked After Children policy for further details.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We follow safer recruitment practices including obtaining references and all staff employed to work with children will have enhanced criminal record checks from the Disclosure and Barring Service (DBS) before being able to carry out intimate care routines or have unsupervised contact with children.

We will obtain enhanced criminal records checks (DBS) for volunteers in the setting. Volunteers and visitors will never have unsupervised access to children.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the local authority children's social care team's, the local safeguarding children partnership and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

Ongoing suitability of staff is monitored through:

- regular supervisions
- peer observations
- annual declaration of staff suitability
- safeguarding competencies
- regular review of DBS using the online update service.

Designated Safeguarding Lead

We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL), there is always at least one designated person on duty during the opening hours of the setting. The designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The nursery DSL's liaise with the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

The role of the Designated Safeguarding Lead:

- Ensure that the settings safeguarding policy and procedures are reviewed and developed in line with current guidance; and develop staff understanding of the settings safeguarding policies
- Take the lead on responding to information from the staff team relating to child protection concerns
- Provide advice, support and guidance on an on-going basis to staff, students and volunteers.
- To identify children who may need early help or who are at risk of abuse
- To help staff to ensure the right support is provided to families
- To liaise with the local authority and other agencies about child protection concerns
- Ensure the setting is meeting the requirements of the EYFS Safeguarding and welfare requirements
- To ensure policies are in line with the local safeguarding procedures and details
- Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices
- To manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept
- Attend meetings with the child's key person
- Attend case conferences and external safeguarding meetings, as requested, by external agencies.

The Nursery safeguards children and staff by.

- Providing adequate and appropriate staffing resources to meet the needs of all children.
- Informing applicants for posts within the nursery that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry

out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

- Giving staff members, volunteers and students regular opportunities during supervisions and having an open-door policy to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children.
- Requesting DBS checks on an annual basis/or we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children at regular intervals.
- Abiding by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so.
- Ensuring we receive at least two written references BEFORE a new member of staff commences employment with us.
- Ensuring all students will have enhanced DBS checks completed before their placement starts.
- Volunteers, including students, do not carry out any intimate care routines and are never left to work unsupervised with children.
- Abiding by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 (amended 2018) in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern will be reported to the Disclosure and Barring Services (DBS).
- Having procedures for recording the details of visitors to the nursery and take security steps to ensure that that no unauthorised person has unsupervised access to the children.
- Ensuring all visitors/contractors are supervised whilst on the premises, especially when in the areas the children use.
- Staying vigilant to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children always remain safe.
- Having a Staff Behaviour Policy that sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management, so we are able to support the individual staff member and ensure the safety and care of the children is not compromised.
- Ensuring that staff are aware not to contact parents/carers and children through social media on their own personal social media accounts and they will report any such incidents to the management team to deal with.
- Ensuring that all staff have access to, and comply with, the whistleblowing policy, which provides information on how they can share any concerns that may arise about their colleagues in an appropriate manner. We encourage a culture of openness and transparency, and all concerns are taken seriously.

- Ensuring all staff are aware of the signs to look for of inappropriate staff behaviour, this may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately.
- Ensuring all staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training, safeguarding concerns and any needs for further support or training.
- Having peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly identified. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff can share any concerns they may have. Concerns are raised with the designated lead and dealt with in an appropriate and timely manner.
- Ensuring the deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

We also operate a Phones and Other Electronic Devices and Social Media policy, which states how we will keep children safe from these devices whilst at nursery. This also links to our Online Safety policy.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the **DSL or DDSL** at the earliest opportunity.

Early help services

When a child and/or family would benefit from support but do not meet the threshold for Local Authority Social Care Team, a discussion will take place with the family around early help services.

Early help provides support as soon as a concern/area of need emerges, helping to improve outcomes and prevent escalation onto local authority services. Sometimes concerns about a child may not be of a safeguarding nature and relate more to their individual family circumstances. The nursery will work in partnership with parents/carers to identify any early help services that would benefit your child or your individual circumstances, with your consent, this may include family support, foodbank support, counselling or parenting services.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	*03/09/2024*

Online Safety Policy

EYFS: 3.1-3.8

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

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

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to the DSL.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

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

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

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

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly.
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops, tablets and any mobile devices.
- Ensuring all devices are password protected and screen locks. Practitioners are reminded to use complex strong passwords and they are kept safe and secure, changed regularly and are not written down.
- Pictures that have been taken of the children using devices are deleted regularly and at least weekly.
- Monitoring all internet usage across the setting.
- Providing secure storage of all nursery devices at the end of each day.
- Ensuring no social media or messaging apps are installed on nursery devices.
- Reviewing all apps or games downloaded onto devices ensuring they are age and content appropriate.

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

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

The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral
- All concerns are logged, assessed and actioned in accordance with the nursery's safeguarding procedures
- Parents are supported to develop their knowledge of online safety issues concerning their children via regular updates and information relayed from management

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

Cyber Security

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

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

Staff are asked to report these to the manager as soon as possible and these will be reported through the NCSC Suspicious Email Reporting Service at report@phishing.gov.uk

Additional learning resources:
Hanni and the Magic Window | Childnet – to teach children about how to seek help.
Early Years resources for online safety | Internet Matters
CEOP Safety Centre

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	*03/09/2024*

Modern Slavery and Human Trafficking Policy

EYFS: 3.1-3.8

Legislation

The Modern Slavery Act received Royal Assent on 26 March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

Background

Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery
- Servitude and forced or compulsory labour
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents and visitors are fully safeguarded:

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

For an adult or child to have been a victim of human trafficking there must have been:

- *Action* (e.g. recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
- *Means* (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be "means" for children as they are not able to give informed consent
- *Purpose* (e.g. sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

Signs of abuse

Action should be taken if they appear to have some of these possible signs including under the control of someone else and reluctant to interact with others, the victim has few personal belongings and wear the same clothes every day or wear unsuitable clothes for work. The victim is not able to move around freely and is reluctant to talk to strangers or the authorities including appearing frightened, withdrawn, or show signs of physical or psychological abuse.

Procedure

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted, and the referral process will be followed as per the safeguarding procedure.

If we suspected and it wasn't possible to have a confidential conversation, we wouldn't confront them or cause a scene, as this will likely lead to increased harm for them. Instead, we would inform the relevant authorities, or organisations, working in the field.

If you are in the UK and suspect someone might be in slavery, you have several options:

- Call the Modern Slavery Helpline on 08000 121 700 or fill out an online form.
- Contact Crimestoppers on 0800 555 111
- Contact the Police or local children social care teams.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*03/09/2024*

Prevent Duty and Radicalisation policy

EYFS: 3.1-3.8-

Extremism – the Prevent Duty in line with CONTEST 2023

The objectives of prevent:

- Tackling the ideological causes of terrorism
- Intervening early to support people susceptible to radicalisation
- Enabling people who have already engaged in terrorism to disengage and rehabilitate

Working Together to Safeguard Children (2023) defines extremism. It states *"Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.*

Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist"

Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police (If you are in a Prevent priority areas the local authority will have a Prevent lead who can also provide support, add contact details here).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It's a gradual process so young people who are affected may not realise what's happening.

Where ideologies or conspiracy theories are creating a threat of violence. For example, some may have extreme views on Covid-19 vaccine/anti-vaxxers, or INCEL but it's when they create a threat of violence where referrals to prevent need to be made.
Another example could be a 'far right movement' looking at gender stereotypes. This could be an extremist view where they only believe there are 'two genders' and threaten violence against other genders.

Radicalisation is a form of harm. The process may involve:

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

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.

The NSPCC states that signs of radicalisation may be:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

We will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Ensure our nursery is an inclusive environment, tackle inequalities and negative points of view and teach children about tolerance through British Values
- Using the Government document Prevent Duty Guidance for England and Wales[2]

Educate Against Hate - Prevent Radicalisation & Extremism

Training:

Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training (support-people-vulnerable-to-radicalisation.service.gov.uk)

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	*03/09/2024*

[2] https://www.gov.uk/government/publications/prevent-duty-guidance

Domestic Abuse, Honour Based Abuse and Forced Marriage policy

EYFS: 3.1 – 3.8

This policy should be read alongside our:

- Safeguarding Children/Child Protection Policy
- Data Protection and Confidentiality
- GDPR Privacy Notice.

The cross-government definition of domestic violence and abuse is:

'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional'.

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

We aim to develop staff knowledge of recognising the signs and symptoms of domestic abuse. These signs may include:

- Changes in behaviour: for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress: for example, clothes that do not suit the climate which may be used to hide injuries
- Partner or ex-partner stalking employee/parent in or around the workplace; this may include excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.

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

Signs that children may have witnessed domestic abuse include:

- Anxiety
- Regressive behaviours
- Constant or regular sickness, such as colds or headaches
- Difficulties with concentration
- Emotional and behavioural difficulties
- Withdrawal
- Low self-esteem.

We will raise awareness of domestic abuse within our setting by:

- Ensuring all staff can identify the signs and symptoms of domestic abuse and know how to report concerns
- Sharing information with external organisations that can offer support with incidents of domestic abuse. The information will be displayed in visible spaces within the setting
- Providing all stakeholders with the telephone number for the free 24-hour National Domestic Abuse Helpline (0808 2000 247)
- Sharing our domestic abuse policy and Child Protection and Safeguarding policies with all stakeholders.

If we are concerned that domestic abuse is happening within a home and a child is at risk, we will follow our safeguarding policies' reporting procedures (see Safeguarding Children/Child Protection policy).

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

Honour based abuse

Honour based abuse (HBA) can be described as 'a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour'; such as being held against their will, sexual or psychological abuse, threats of violence, assault or forced marriage.

Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no honour or justification for abusing the human rights of others.

We aim to develop staff knowledge of recognising the signs and symptoms of HBA. These signs may include:

- Changes in how they dress or act, they may stop wearing 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations.
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

We will raise awareness of domestic abuse within our setting by:

- Sharing information with external organisations that can offer support with incidents of HBA. The information will be displayed in visible spaces within the setting
- Sharing our HBA, child protection and safeguarding policies with all stakeholders.

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

Forced Marriage

A forced marriage is defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced'.

If we suspect or receive information about a forced marriage being planned, then we will follow our safeguarding reporting procedures. If the person concerned is under the age of 18 years then we will report the incident to the children's social care team.

If we believe a person is in imminent danger of being forced into a marriage, we may contact the Police and the Governments Forced Marriage Unit (FMU) on 020 7008 0151.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*03/09/2024*

Intimate Care

EYFS: 3.1, 3.2, 3.4, 3.6, 3.7,

At Nature Barn Nursery, we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person with the exception of first aid treatment which must be carried out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. paediatric first aid training, specialist medical support
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed or intimate routines behind closed doors wherever possible
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the Parent and Carers as Partners Policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy

- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery.
- Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines
- Conducting regular risk assessments on all aspects of the nursery operation including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the manager at the earliest opportunity.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*03/09/2024*

Safe and Respectful Care

EYFS: 3.1, 3.2, 3.4, 3.6, 3.7

At Nature Barn Nursery we believe that all children need to feel safe, secure and happy. This involves nursery staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes.

To promote good practice and to minimise the risk of allegations we have the following guidelines:

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open wherever possible. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice
- When changing children's nappies or soiled/wet clothing, we leave the doors open, where appropriate
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them and we advise staff to report any such observed practice
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks
- All staff are aware of the whistleblowing procedures and the manager monitors the rooms regularly to ensure safe practices.

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity. Management will challenge inappropriate behaviour in line with the supervision/disciplinary or whistleblowing procedures. If the concern relates to the manager and/or nursery owner, then parents should contact Ofsted **0300 123 1231** or the local safeguarding partner (LSP) **0345 603 7627**

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*03/09/2024*

Whistleblowing

EYFS: 3.4 – 3.18 and 3.22

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

At Nature Barn Nursery we expect all our colleagues, both internal and external, to be always professional and hold the welfare and safety of every child as their paramount objective.

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

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

Legal framework

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

A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that:

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

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

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

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

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

- You must not seek any personal gain.

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

Disclosure of information

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

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

Disclosure procedure

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

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*03/09/2024*

Mobile Phone and Electronic Device Use

EYFS: 3.1 – 3.8

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

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

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones during working hours. Smartwatches and/or Fitbits may be used if the notifications have been switched off, therefore having no access to the outside world. If your Fitbit or smartwatch has a camera, this is not allowed during working hours.

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

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

Staff must adhere to the following:

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

- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use.

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

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

Visitors' use of mobile phones and smartwatches
Visitors are not permitted to use their mobile phones or smart watches whilst at nursery and are asked to leave them in a safe secure place/nursery office for the duration of their visit.

Photographs and videos
At Nature Barn Nursery we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings (including CCTV) taken of children in our nursery are only done with prior written permission from each child's parent and only share photos with parents in a secure manner. We will obtain this permission when each child is registered.

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

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

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

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

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

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

Applicable for settings using Online Learning Journals only

At Nature Barn Nursery we use suitable phones in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites on to these devices.

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*03/09/2024*

Social Networking

EYFS: 3.1-3.8

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

We use Facebook/Twitter/Instagram to share posts/pictures of the experiences /activities the children have accessed at nursery, as well as to post updates/reminders and links to best practice.

In order to safeguard children, we ensure:

- We have prior written permission in place from parents / carers before posting any images of children
- Do not allow others to post on our social media pages, i.e. designated person/ management can post on the page
- We have a closed page which only parents / family / carers who have been invited to join the group can view and comment on the posts
- Have separate permission to use any images for any open public pages that we use for marketing purposes
- We monitor comments on all posts and address any concerns immediately.

Staff use of social media

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

- When using social networking sites such as Facebook or Instagram we ask staff:
    - Not to name the setting they work at
    - Not to make comments relating to their work or post pictures in work uniform
    - Not to send private messages to any parent's/family members
    - Direct any parent questions relating to work via social networking sites, to the manager
    - Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
    - Report any concerning comments or questions from parents to the manager/safeguarding lead
    - Follow the staff behaviour policy
    - Not post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way
    - Not to have any parents or carers on their social networking accounts unless they knew they parents or carers before commencing employment at Nature Barn Nursery
    - To follow this in conjunction with the whistle blowing policy.

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

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

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

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

We ask parents to:
- Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the partnership with parent's policy, complaints procedures and grievance policy).

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*03/09/2024*

Acceptable IT Use Policy

EYFS: 3.1-3.8

Legislation

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

Related Policies

- Whistleblowing
- Social Networking
- Safeguarding Children/Child Protection
- Online Safety

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

Security and passwords

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

Email

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

Internet access

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

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

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

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

- the privilege of using our equipment is abused; or
- unauthorised time is spent on personal communications during working hours.

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

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

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*03/09/2024*

Inclusion and Equality

EYFS:1.1 – 1.17, 2.4, 2.5, 2.6, 3.1 - 3.68, 3.80.

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals (Birth to 5 Matters, 2021).

Statement of intent

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

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

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

The legal framework for this policy is based on:

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

The nursery and staff are committed to:

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

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

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

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

Recruitment
Recruitment, promotion and other selection exercises such as redundancy selection will be conducted based on merit, against objective criteria that avoids discrimination. Shortlisting will be done by more than one person, where possible.

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

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

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

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

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

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

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

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

Staff

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

Staff will follow the 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

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

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

We do this by:

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

Parent information and meetings
Information about the nursery, its activities, experiences, resources are shared with parents as well as information about their child's development. This is given in a variety of ways

according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

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

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Special Educational Needs and Disabilities (SEND)

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

This policy has been created regarding:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2023)
- Statutory Framework for the EYFS (2023)

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

At Nature Barn Nursery we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

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

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

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

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

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

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

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

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

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (2015)
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace e.g. 'most able' are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services where required
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning

- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required.
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need

Our nursery Special Education Needs and Disabilities Co-ordinator (SENDCO) is the nursery manager.

The role of the SENCO in our setting includes:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting
- taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENCO and share their name/role with all staff and parents
- Have high aspirations for all children and support them to achieve their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible/appropriate
- Signpost parents and families to our Local Offer in order to access local support and services
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January (2015) / statutory framework for the EYFS (2023)
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transitions policy).

- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, considering their levels of ability.
- Review children's progress and support every term and work with parents to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

Effective assessment of the need for early help
We are aware of the process for early help and follow the following procedure:

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

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

For an early help assessment to be effective:

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

child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children 2023).*

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

Assess
In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

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

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

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

Review
The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key

person and the SENCO in full consultation with the child's parents and considering the child's views. Information will be shared with parents about the impact of the support provided.

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

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

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEND
- evidence of the action already being taken by us as the early years provider to meet the child's SEND
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Looked After Children

EYFS: 3.1 – 3.8, 3.20.

At Nature Barn Nursery we are committed to providing a welcoming and inclusive quality environment for all children and families.

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

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

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

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

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

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

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

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

The designated person for 'looked after children' is the nursery manager and DSL,

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

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

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

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

In addition, the care plan may also consider:

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

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

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

Key contact details:

Organisation	Contact Number
Children's social care team	**0345 603 7627**

Private Fostering

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

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

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

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Dealing with Discriminatory Behaviour Policy

EYFS: 3.1, 3.2, 3.59, 3.20, 3.68, 3.80

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

Definition and legal framework

Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity.

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

Examples of discriminatory behaviour are:

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

Our procedures

We tackle discrimination by:

- Providing inclusive early years practice where all staff can identify, understand and break down barriers to participation and belonging and create an ethos of equality.
- Consistently promoting the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children and families in the setting. We value diversity and celebrate differences in children and families
- Providing training and support around this subject to support staffs understanding and confidence in challenging discriminatory practice
- Challenging any observed instances of inequalities, discrimination and prejudice as they arise in play, conversation, books or other contexts from practitioners, children and families and follow this policy, as outlines below, to ensure that discriminatory behaviours against the protected characteristics are not tolerated within our setting
- Ensuring all children and families have a sense of belonging and they can see themselves and their family's identity reflected in the setting
- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour, stereotyping, bias or bullying taking place in person or via an online arena
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have

failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

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

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

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

Nursery staff

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

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

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Promoting Positive Behaviour Policy

EYFS: 3.1, 3.2, 3.53, 3.54,

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

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

We remember that DISTRACTION is key when working with children. If children are displaying difficult behaviour or are distressed, distracting them with an activity or resource is the first step to promoting positive behaviour.

We praise the positive behaviour and ignore negative behaviour wherever possible and if it is safe.

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

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are always cared for.
- Understand that behaviours are a normal part of some young children's development e.g. biting
- Encourage self-regulation, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully

- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

The named person for promoting and supporting behaviour is the nursery manager. It is their role to:

- Advise and support other staff on any behaviour concerns
- Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

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

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

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if necessary. We keep a record of any occasions where

physical intervention is used and inform parents on the same day, or as reasonably practicable

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

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

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

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

Anti-bullying

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

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

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Biting Policy

EYFS: 3.1, 3.2, 3.53, 3.54,

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

Our procedures

The nursery uses the following strategies to help prevent biting:

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

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

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

The most relevant staff member(s) will:

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

- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Well-being in the Nursery Policy

EYFS 3.45

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

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

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

Mental and emotional well-being includes:

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

Social well-being includes:

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

Spiritual well-being can cover the following:

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

We are an inclusive setting and ensure that all children, families, staff and visitors are welcomed. We aim to embrace spiritual well-being and celebrate families and staff key events.

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

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.
Children are provided with quiet and calming areas for rest, sleep and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being. We

support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

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

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

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Sickness and Illness Policy

EYFS: 3.45, 3.46, 3.47, 3.48

At Nature Barn Nursery we promote the good health of all children attending including oral health by:

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

Our procedures

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

- If a child becomes ill during the nursery day, we contact their parent(s) and ask them how their child has been at home. If children have a high temperature that exceed 37.5, parents will be contacted to collect. We have Calpol on site in case of emergencies that require this and to reduce symptoms if children require this when parents are collecting. If children have had Calpol within 4 hours, we cannot give this.
- The child cannot return to the nursery until they have been 24hours clear of the temperature with no Calpol or Ibuprofen. This is to ensure that the temperature is gone and there is no risk of further infection.
- We follow the guidance published by Public Health England (Health Protection in Schools and other childcare facilities) and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery[3]
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours
- We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all

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

equipment and resources that may have come into contact with a contagious child to reduce the spread of infection.

- We notify Ofsted as soon as is reasonably practical, but in any event within 14 days of the incident of any food poisoning affecting two or more children cared for on the premises.
- We ask parents to keep children on antibiotics at home for the first 24 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable.
- We keep children's piriton on site in case of an allergic reaction. Children under 1 cannot have this medicine. If we feel children require piriton such as for hay fever or hives, parents must be called and asked permission. Follow the guidance on the box. If a child has not had piriton before, we cannot give this at nursery. If the child is having an allergic reaction and requires medical attention, the parents will be called and in emergency situations, an ambulance will be called.
- The nursery can call 111 for advice regarding children's health.
- We make information/posters about head lice readily available, and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice, we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.
- If calpol has been given to children for a temperature, they will be sent home.

Conjunctivitis; Hand Foot and Mouth and Scarlet Fever

If a parent informs the nursery that their child has conjunctivitis; hand food and mouth or scarlet fever, there is an exclusion period of 24 hours.

Any antibiotics that are prescribed must be given at least 24 hours before they return to nursery.

If children are unwell, they must remain at home until they are better.

Meningitis procedure

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

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

The nursery manager/staff member must:

- Inform a member of the management team immediately
- Call 999 for an ambulance immediately if the illness is severe. DO NOT attempt to transport the unwell child in your own vehicle
- Follow the instructions from the 999-call handler.

- Whilst waiting for the ambulance, a member of staff must contact the parent(s) and arrange to meet them at the hospital
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Always remain calm. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	*S.Montgomery*	*04/09/2024*

Infection Control Policy

EYFS: 3.45, 3.46, 3.46

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

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

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

Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- We provide the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff must wear this PPE when dealing with blood or sickness. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser, or through washing in the washing machine
- Wash or clean all equipment used by babies and toddlers as and when needed, including when the children have placed it in their mouth
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Store toothbrushes hygienically to prevent cross-contamination. Each toothbrush has its own protective cover. Children have their own toothbrushes which are clearly labelled. These are replenished when required to maintain hygiene procedures.

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

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

In addition:

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Medication Policy

EYFS: 3.19, 3.46, 3.47

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

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

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

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

medication, the medicine form will be checked by the member of staff. when administering medication, a member of staff must have another member of staff to witness. They will both check the medication, regarding dosage, expiry date, name of the bottle and date prescribed. The witness will watch the member of staff get the medication on the spoon or syringe and check it is the correct amount. They will witness the whole administration of medication and will sign the form.

- If the child refuses to take the appropriate medication, then a note will be made on the form
- Where medication is "essential" or may have side effects, discussion with the parent will take place to establish the appropriate response
- If the child is prescribed medication they have not had before, they must have the first dose at home and remain out of the setting for at least 24 hours to ensure they do not get a reaction.

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

- The nursery will not administer any non-prescription medication containing aspirin
- The nursery will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner
- If a child needs liquid paracetamol or similar medication during their time at nursery, the nursery has calpol and piriton on site. Permission from parents must be sought.
- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or antihistamine in particular circumstances such as an increase in the child's temperature or a wasp or bee sting. Calpol may also be provided for pain relief- such as teething pain. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery **CANNOT** contact the parent and the child has been at nursery for more than 4 hours.
- An emergency nursery supply of fever relief (e.g. Calpol) and anti-histamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child's parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form.
- Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child

- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
- The nursery DOES NOT administer any medication unless prior written consent is given for each medicine.
- If calpol has been given to children for a temperature, they will be sent home.

Injections, pessaries, suppositories
As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

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

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

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

Storage
All medication for children must have the child's name clearly written on the original container and out of reach of all children.

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach. Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Accidents and First Aid Policy

EYFS: 3.25, 3.45, 3.51, 3.52

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

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

Accidents

When an accident or incident occurs, we ensure:

- The child is comforted and reassured first
- The extent of the injury is assessed and if necessary, a call is made for medical support/ambulance
- First aid procedures are carried out where necessary, by a trained paediatric first aider
- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses.
- The accident or incident is recorded on an Accident Form, and it is reported to the nursery manager. Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered.
- Parents are shown the Accident Report and informed of any first aid treatment given. They are asked to sign it the same day, or as soon as reasonably practicable after
- The nursery manager reviews the accident forms at least termly for patterns, e.g. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns are investigated by the nursery manager and all necessary steps to reduce risks are put in place
- The nursery manager reports any serious accidents/incidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The Accident File is kept for at least 21 years and three months
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident
- The nursery manager/registered provider will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child

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

protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department, or the Health and Safety Executive and their advice followed. Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Location of accident files: Nature Educational Ap
Contact Details:

Organisation	Contact
Ofsted	**0300 123 1231**
Local authority children's social care team	**0345 603 7627**
Local authority environmental health department	**028 9052 0500**
Health and Safety Executive	**0300 790 6787**
RIDDOR report form	http://www.hse.gov.uk/riddor/report.htm

Head injuries
If a child has a head injury in the setting, then we will follow the following procedure:

- Comfort, calm and reassure the child
- Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedure for this if this is required (see below)
- If the skin is not broken, we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child.
- If the skin is broken, then we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury and if they need to collect their child
- Complete the accident form along with contacting the parents to make them aware and upload the head injury information form to the accident form
- Keep the child in a calm and quiet area whilst awaiting collection, where applicable
- We will continue to monitor the child and follow the advice on the NHS website as per all head injuries https://www.nhs.uk/conditions/minor-head-injury/
- For major head injuries we will follow our paediatric first aid training.

Transporting children to hospital procedure
The nursery manager/staff member must:

- Call for an ambulance immediately if the injury is severe. We will not attempt to transport the injured child in our own vehicles
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital

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

First aid
The first aid boxes are located in:
One in each room by the entrance doors
One in the garden area

These are always accessible with appropriate content for use with children.

The appointed person responsible for first aid checks the contents of the boxes regularly (at least termly) and replaces items that have been used or are out of date.

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

The appointed persons responsible for first aid is the nursery manager.

All of the staff are trained in paediatric first aid and this training is updated every three years. At least one member of staff is trained in first aid at work and is updated every three years.

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

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

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

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

Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g. fruits and vegetables. Children will be fully supervised during these activities. Food that could cause a choking hazard, including raw jelly is not used. Flour play is not to be implemented with children under the age of 1. Flour is to be cooked for 1 minute before use.

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

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

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, and anti-bacterial spray.

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

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

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

First Aid Accidents and illnesses-signs, symptoms and action

EYFS: 3.25, 3.45, 3.51, 3.52

Asthma

SIGNS AND SYMPTOMS

Over 5.5 million people in the UK are currently receiving treatment for asthma. Most attacks are easily treated without the need for assistance from a Health Care Professional. However, asthma is a life-threatening condition with 3 people a day dying from the condition in the UK alone. (Asthma UK, 2019)

Click the reveals below to see the signs & symptoms of asthma.

- Difficulty breathing and speaking
- Wheezy breathing and coughing
- Blue or grey skin
- Exhaustion
- Lowering levels of response
- Distressed or anxious

Asthma

TREATMENT

1. Sit the casualty upright (preferably leaning slightly forward on a chair or table).
2. Allow the casualty to take their medication as directed by their Health Care professional. Remove the trigger (that is causing the asthma) if possible.
3. Keep the casualty calm and encourage them to speak only when necessary, allowing them to concentrate on their breathing.
4. Call 999/112 if the attack is severe or they've taken 10 puffs on their inhaler and there is no improvement.
5. Only lie the casualty down if they become unresponsive. In this situation roll them into the recovery position and monitor them closely.

Asthma

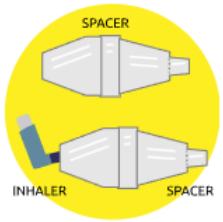
USE OF INHALERS

It is important that the casualty uses the correct inhaler. The most commonly used in the UK are blue and brown inhalers.

Brown inhalers are preventers and are taken at set times of the day to prevent an attack happening in the first place. It will not help someone once an asthma attack has started.

Blue inhalers are relievers and are to be taken when the casualty is suffering an asthma attack. The medication allows the air passages in the lungs that are in spasm, to relax and open.

The casualty may use a **Spacer Device** to help them inhale the medication more effectively.



Asthma

OTHER INHALERS

There are other types of inhalers, and if caring for someone with asthma, it is important you know:

- **When** the inhaler is to be taken
- **How much** medication can be taken
- **If** a spacer is to be used

For children that suffer from asthma, this information should all be noted in their **Care Plan** and managed via discussion with parents.

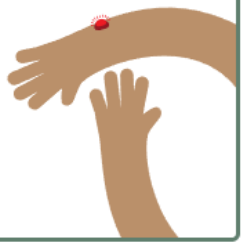
Bites and Stings

Bites & Stings

SIGNS & SYMPTOMS

Insect bites and stings

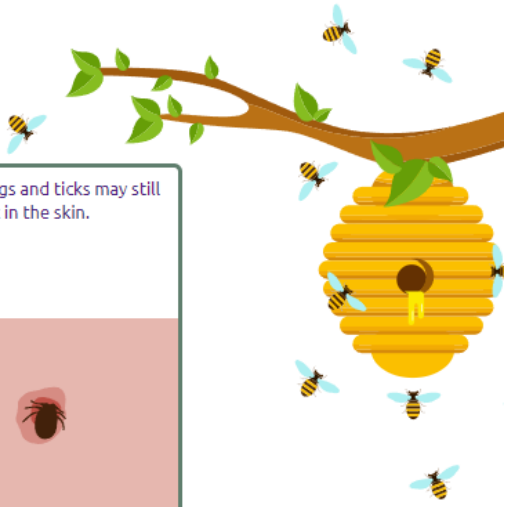
Most bites and stings cause a **red, swollen lump**, which can be **painful and itchy**.



There is the risk of an **allergic reaction**. If bitten or stung for the first time by something, it is important to monitor the casualty.

Bee stings and ticks may still be stuck in the skin.

tick



Bites & Stings

SIGNS & SYMPTOMS

Sea creature stings

Sea creature stings generally tend to be painful, itchy and produce a rash. Spines may be stuck into the skin and jellyfish tentacles could be stuck to the skin.

Sea Urchin sting

Not all jellyfish in the UK sting, but the ones that do can inflict mild to severe stings.

Portuguese Man O'War sting

The Portuguese Man O'War is the most dangerous type of jellyfish in the UK. These are becoming more common and can be deadly. **If stung seek urgent medical attention.**

Portugese Man O'War

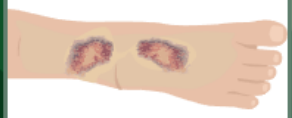
Bites & Stings

SIGNS & SYMPTOMS

Mammal and reptile bites

In the case of bites from animals, humans and reptiles; there may be pain, redness and swelling where the bite occurred. In severe cases the bite may have punctured the skin.

Adder bite



The major concern is the bacteria carried in the mouths of mammals, as this can cause infection following a bite.

The Adder is the UK's only native venomous snake. Adder bites cause the same signs and symptoms as mammal bites, but pose the additional risk of allergic reaction and if severe, anaphylaxis.

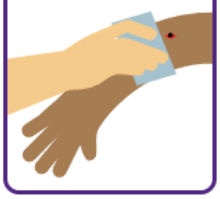
Bites & Stings

TREATMENT

Insect bites and stings

With any bite, even a human or pet bite, you must seek some type of medical advice

1 Remove the sting by scraping it out with a plastic card. If bitten by a tick, use tweezers as close to the skin as possible.



2 Wash the area with soap and water

3 Cold compress for 10 mins only

4 Elevate area if possible (to help with swelling)

5 Avoid scratching area or using home remedies

Bites & Stings

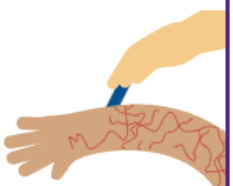
TREATMENT

Sea creature stings

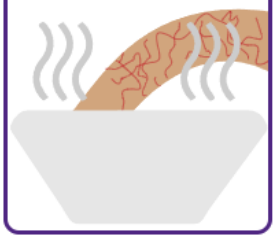
With any bite, even a human or pet bite, you must seek some type of medical advice

1 Rinse area with seawater (not freshwater, as this may activate stings)

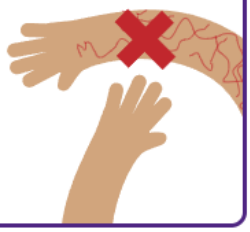
2 Remove spines (with tweezers) or tentacles (with a card)



3 Soak the area with very warm normal water for at least 30 mins



4 Avoid scratching area or using home remedies



Bites & Stings

TREATMENT

Mammal and reptile bites

If bleeding heavily treat as a serious bleed. If not bleeding seriously treat as follows:

1 Wash thoroughly with soap and warm water (even if the skin has not been broken)

2 If not bleeding freely, encourage a small amount of bleeding by gently squeezing the affected area

3 Pat dry with sterile swabs or triangular bandage

4 Cover the wound with a sterile dressing

5 With any bite, even a human or pet bite, seek professional medical advice

6 With a snake bite, try to remember what the snake looked like. Walk calmly to a place of safety and go to hospital. **Call 999** if you start feeling unwell. Limit movement where you were bitten.

Bone, muscle joint and spinal injuries

Bone, Muscle Joint & Spinal Injuries

SIGNS AND SYMPTOMS OF A BROKEN BONE

Click on the arrows to reveal the signs

- Pain
- Irregularity
- Loss of power
- Crepitus
- Unnatural movement
- Tenderness
- Swelling or bruising
- Shock
- Deformity
- Wound

Bone, Muscle Joint & Spinal Injuries

TREATMENT OF FRACTURES

Keep the injury still and supported. This can be done with the aid of pillows, blankets or clothing. You can also consider using a triangular bandage to support the limb. Do not straighten the fracture site and give the casualty nothing to eat or drink.

Monitor for shock and call **999** if:

- You cannot get them to hospital without exacerbating the injury
- They are in an excessive amount of pain
- You suspect head or spinal fractures
- Difficulty breathing, or circulation is compromised
- You need help immobilising the injury
- If you are in doubt

Do not make any makeshift splints.

If there is bleeding (such as from an open fracture), treat for a **severe bleed** as well.

Bone, Muscle Joint & Spinal Injuries

SPINAL INJURIES - CAUSES

Mechanism of Injury is the method by which the body was damaged and helps us to determine the extent of the injury e.g. Jim fell out of a tree and broke his arm. The mechanism of injury was falling out of a tree.

Click on the arrows to reveal the causes

Falling From Height

Such as falling from a ladder or climbing frame

Falling Awkwardly

Such as falling onto something or into a shallow pool

High Impact Incident

Such as being in a road traffic collision or falling from a horse

Sports Injuries

Such as a rugby scrum collapse

Falling Object

Such as equipment falling from a high shelf

Facial or Head Injury

Such as assault

Suspected Spinal Injury

Do not wait for signs or symptoms to **treat for spinal injury!**

If the mechanism of injury is enough to cause a spinal injury - **TREAT AS SPINAL!**

Bone, Muscle Joint & Spinal Injuries

SIGNS AND SYMPTOMS OF SPINAL INJURIES

- Pain, bruising or tenderness in the neck or back
- Irregularity in the spine
- Loss of movement (complete or partial)
- Weakness in an area of the body
- Loss of sensation or feeling

- Stiffness, heaviness or clumsiness
- Incontinence
- Burning sensation or pins and needles
- Breathing difficulties

Bone, Muscle Joint & Spinal Injuries

TREATMENT FOR SPINAL INJURIES

The treatment for spinal injuries is determined by the condition of the casualty; whether they are breathing normally, having issues with breathing, or they are not breathing.

Breathing Normally - Manual In-Line Stabilisation

- Tell casualty to remain still, do not move their head
- **Call 999/112**
- Place your hands either side of their head, holding it in place
- Monitor breathing

Issues with Airway or Breathing - Spinal Recovery Position

- Kneel at the side of the casualty
- Slide the casualty's nearest hand under their head and cross their legs
- Pull them over equally from their shoulder and hip
- Adjust their knee to stop them rolling further
- **Call 999/112**
- Monitor breathing

Not Breathing

Start CPR

Dislocation, sprains and strains

DISLOCATION

Dislocations are where the bones are pulled out of their normal position at a joint. These injuries are often associated with torn ligaments. Occasionally, dislocations can damage surrounding tissues such as nerves which can have serious consequences.

Signs and Symptoms are very similar to a fracture:

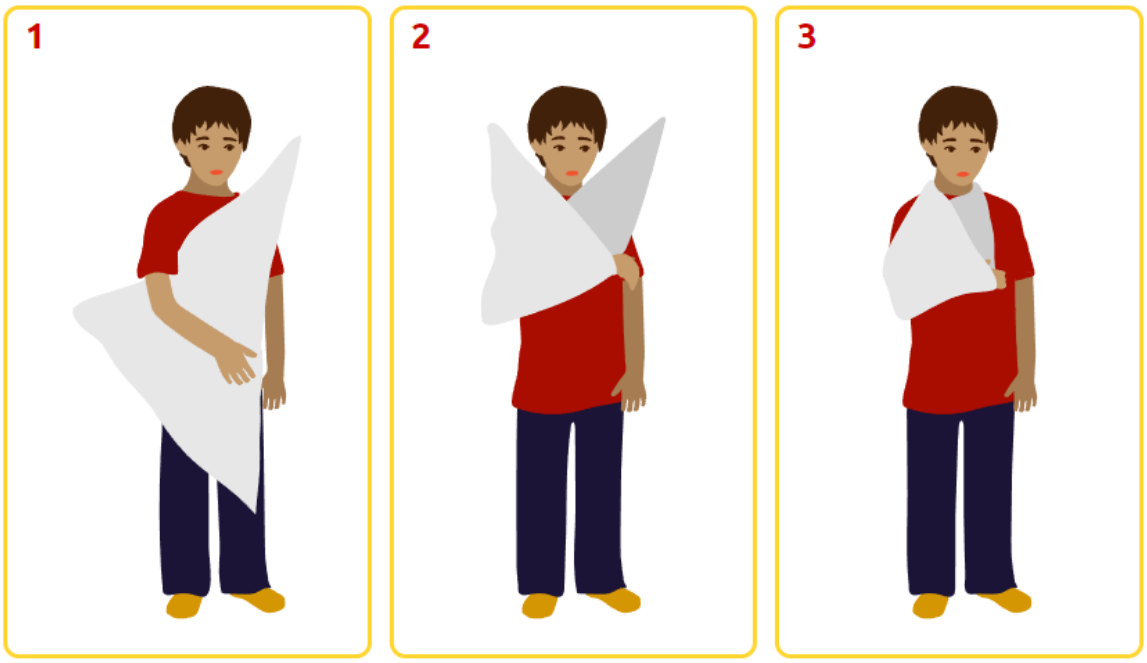
- Sickening pain
- Inability to move the joint
- Swelling and bruising
- Deformity of the area

Treatment is identical to a fracture.

Under no circumstances reposition the dislocation yourself, this must be done by a *Health Care Professional.*

HOW TO TIE A SUPPORT SLING

A support sling can be used for supporting the lower arm for injuries such as a sprained wrist or closed fracture. The pictures below show the sequence of how to apply a sling. If it is for a small child you may need to fold the triangular bandage in half so you start with a smaller triangle.



SPRAINS & STRAINS

Fractures can often be difficult to distinguish from a sprain. An X-ray is sometimes needed to be sure. If you are in any doubt at all, treat as though the injury is a fracture and seek further medical advice.

Sprains occur when the ligaments, muscles or tendons are overstretched and partially or completely torn.

Signs and Symptoms of a Sprain

- Pain and tenderness
- Difficulty moving the joint
- Swelling and or bruising

TREATMENT OF SPRAINS

The first aid treatment of a sprain can be remembered by use of the mnemonic **RICE**.

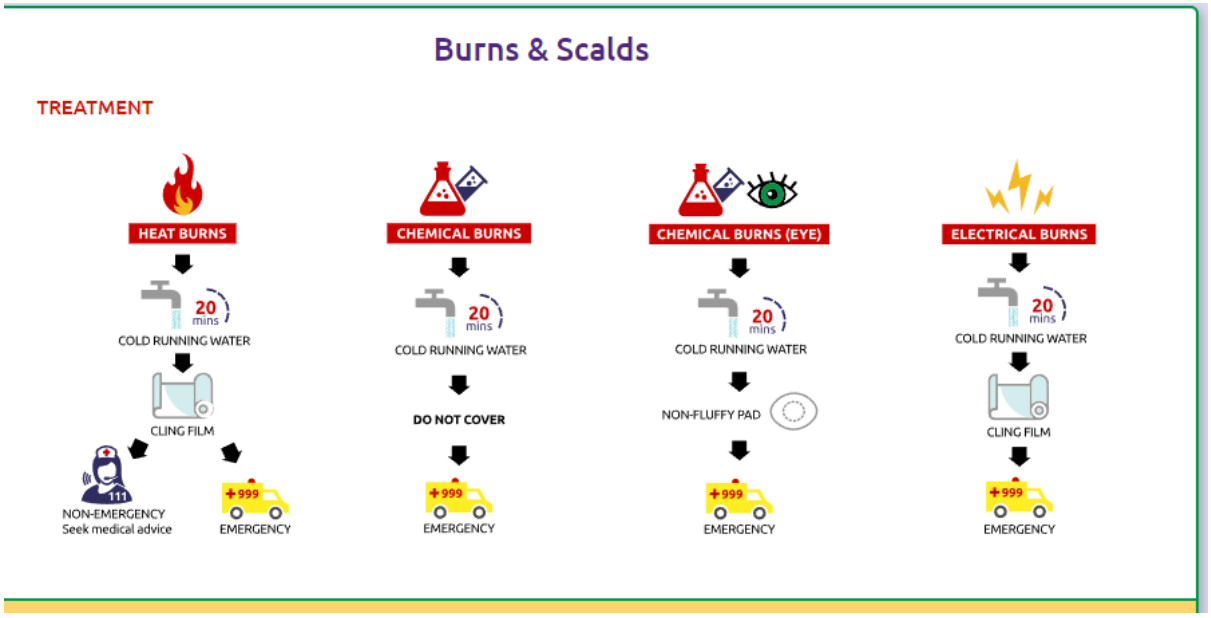
Rest

Ice

Comfortable support

Elevation

Burns and Scalds



Croup

Croup (& Epiglottitis)

SIGNS & SYMPTOMS

How do we recognise the difference?

CROUP

- Looks well
- Slow onset
- Moderate fever (less than 38.5°C)
- Croaky voice
- Breathing is wheezy
- Barking (like a seal)
- Able to swallow

EPIGLOTTITIS

- Looks unwell
- Fast onset
- High fever (38.5°C plus)
- Speech is absent
- Breathing is wheezy and difficult
- Cough minimal or absent
- Unable to swallow (drooling)

Croup (& Epiglottitis)

TREATMENT

- ✓ **Stay calm**
- ✓ **Sit child upright**
- ✓ **Comfort them** (it can be upsetting and crying makes it worse)
- ✗ **Don't** stick your fingers down their throat! Its already narrowed and you could cause a spasm.
- ✗ A steamy room is often suggested but there is no medical evidence to suggest it works.

CROUP

This can be treated **at home. Call 111 or GP** if you are concerned.

EPIGLOTTITIS

This is a medical emergency. Call 999 immediately.

Croup (& Epiglottitis)

SUMMARY

CROUP

Croup and **Epiglottitis** are conditions that affect the airways of young children and babies.

Croup is common and usually mild, can be treated at home, but if you are concerned **call 111 or your GP.**

Epiglottitis is rare but serious, and urgent medical attention is required, so **call 999** immediately.

Diabetes

Diabetes

WHAT IS DIABETES?

Diabetes is a condition where the body does not produce enough of the hormone (insulin) that burns off sugar.

Some people with diabetes are dependent on injecting themselves with insulin to control sugar levels. Other people control their diabetes by following a strict diet.

In both situations blood sugar levels should be monitored frequently.

Sometimes, people with diabetes struggle to recognise they are having a diabetic emergency, or they do not control their sugar levels correctly. This is why it is very important for first aiders to know what to do next.

SIGNS & SYMPTOMS

Can happen quickly

"Drunken", confused, agitated and unco-operative behaviour

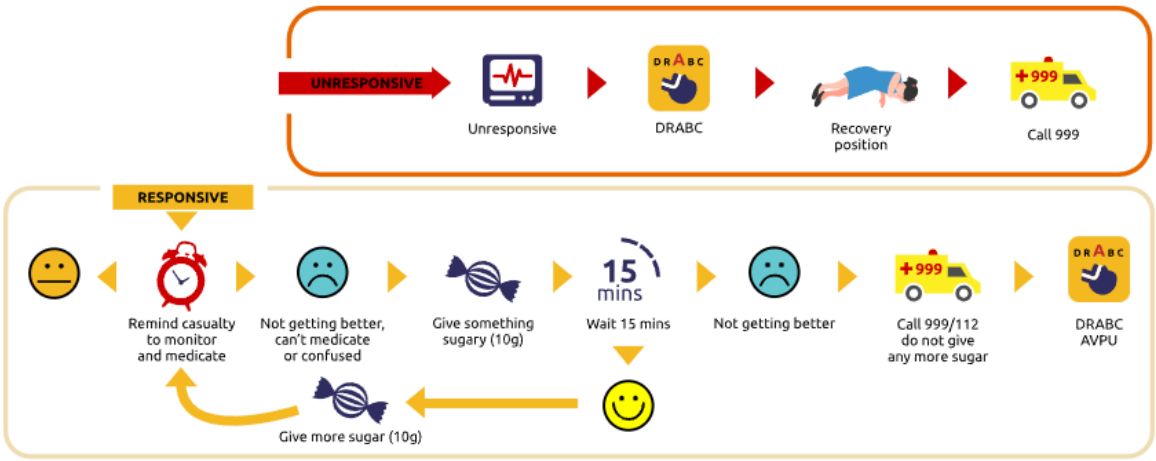
Pale, cold and clammy skin

Tiredness and lowering level of response

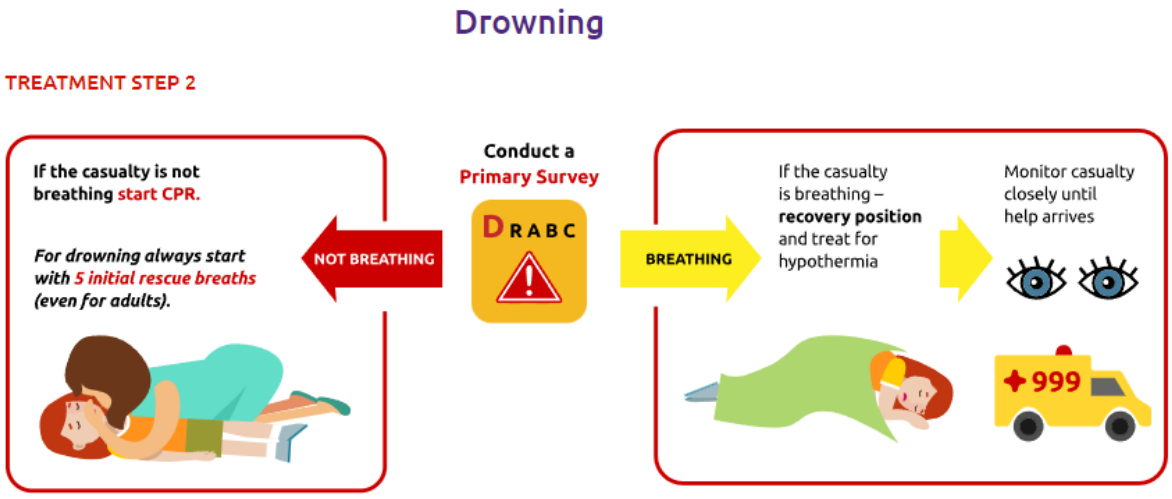
Shallow, rapid breathing and pulse

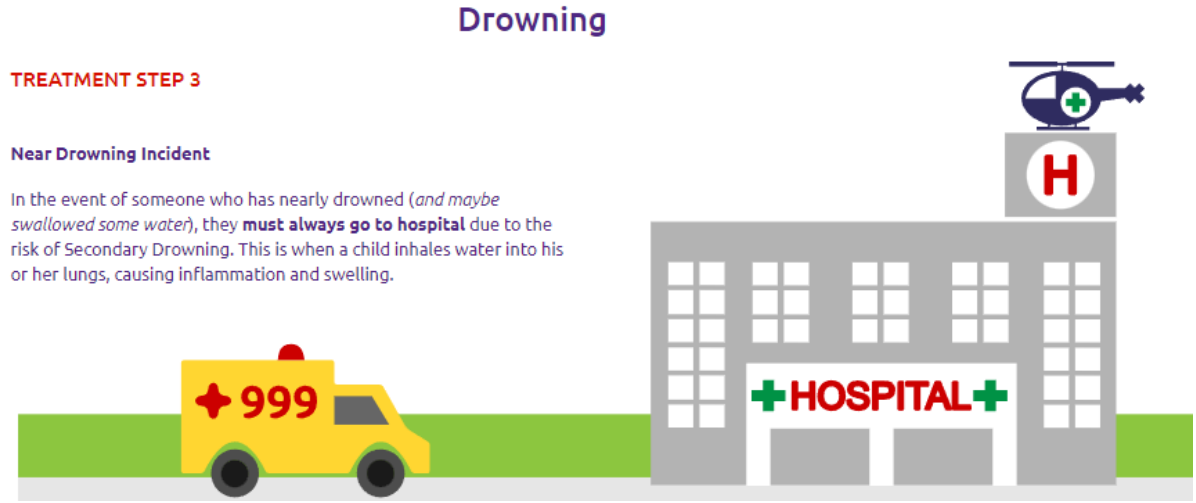
Diabetes

TREATMENT



Drowning


Drowning
TREATMENT STEP 2
If the casualty is not breathing start CPR.
For drowning always start with 5 initial rescue breaths (even for adults).
NOT BREATHING
Conduct a Primary Survey
DRABC
BREATHING
If the casualty is breathing – recovery position and treat for hypothermia
Monitor casualty closely until help arrives
999


Drowning
TREATMENT STEP 3
Near Drowning Incident
In the event of someone who has nearly drowned (and maybe swallowed some water), they must always go to hospital due to the risk of Secondary Drowning. This is when a child inhales water into his or her lungs, causing inflammation and swelling.
H
HOSPITAL
999

Electric Shock

Electric Shock

SIGNS & SYMPTOMS

Thankfully electrical injuries to children are rare and usually involve low voltage domestic current.

The seriousness of the signs and symptoms depend on a range of things things such as the voltage, type of current and path of the current into and through the body.

Have a quick think about what signs and symptoms you might expect to see following an electric shock, then click the tabs below to reveal the answers.

- **Burns** where the electricity entered and exited the body. These may appear minor on the skin but can cause damage deeper in the body.
- If the casualty was 'thrown' from the source of electricity they may have resulting injuries such as **fractures** or a **spinal injury**.
- They **may stop breathing** and go into cardiac arrest.

Electric Shock

TREATMENT - HIGH VOLTAGE

1

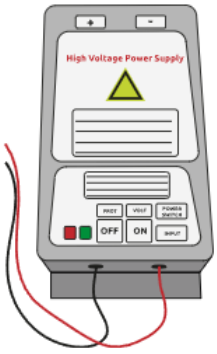
Keep yourself safe as the electricity may arc many meters from the source. Move yourself and bystanders away from danger.

2

Alert the emergency services (**999/112**) and follow their instructions.

3

Do not approach the casualty unless told by an official that the power has been isolated.



4

When you have been authorized to approach, conduct a Primary Survey (DRABC) and treat them accordingly.

Electric Shock

TREATMENT - LOW VOLTAGE

1

Approach with caution. Isolate the power, preferably at the mains.

Please switch off the power supply.

2

If this is not possible, carefully move the source away from the casualty using a non-conductive item such as wood or plastic. Stand on something dry and non-conductive such as a book or plastic mat.

3

Once you have insulated or moved the source away from the casualty, conduct a Primary Survey (DRABC) and treat them accordingly (CPR or Recovery Position).

4

Conduct a thorough Secondary Survey, including a top-to-toe survey. Treat burns, both entry and exit. If the child fell or was thrown look for signs of fractures.

NON-EMERGENCY
Seek medical advice

NOTE: Seek medical advice for all electric shocks (**111**). If it is an emergency alert the emergency services (**999/112**) and follow their instructions.

EMERGENCY

Extreme Temperatures

HYPOTHERMIA

What is Hypothermia?
The body's normal core temperature is between 36°C and 37°C. When this temperature falls below 36°C the body will start its natural processes of trying to keep warm. These include:

- Shivering, as muscle movement creates heat.
- Small blood vessels (capillaries) close to the skin constrict to reduce heat loss. The side effect of this is the casualty becoming pale.
- Hairs on the skin become erect to try and trap warm air, this causes goose pimples.

SIGNS & SYMPTOMS OF HYPOTHERMIA

Mild hypothermia

- Drowsy and indifferent (apathetic)
- Slurred speech
- Confusion and forgetfulness
- Shivering stops and patient becomes more rigid

Severe hypothermia

- Falling unresponsive
- Slow and weak pulse
- Appearing to be dead
- Death itself

Extreme Temperatures

HYPOTHERMIA TREATMENT FOR AN UNRESPONSIVE CASUALTY

1 If the casualty is unresponsive, ensure that you follow the **Primary Survey (DRABC)** before trying to warm them.

2 If the casualty is breathing, place them into the **recovery position**, warm the casualty and monitor them very closely. Life signs can be difficult to recognise in a casualty with hypothermia.

3 If the casuality is not breathing - always ensure that you **attempt resuscitation**. Even casualties who are very cold may be brought back to responsiveness.

4 **Call 999/112**

Extreme Temperatures

HYPOTHERMIA TREATMENT FOR A RESPONSIVE CASUALTY

1 Shelter the casualty, preferably indoors and warm the room.

2 If you have dry clothing to put them into, take off their wet clothing - cover their head. Wrap them in blankets.

3 Share your body heat with the casualty, ensuring you don't become cold yourself.

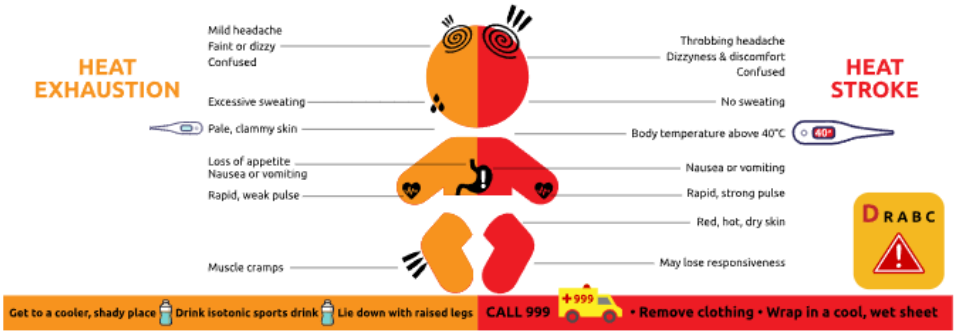
4 Give the casualty warm - not hot drinks - as hypothermia causes confusion and they may burn themselves. Chocolate and other high energy foods also help.

5 **Seek medical advice via 111 if concerned.**

Extreme Temperatures

HEAT EXHAUSTION & HEAT STROKE (BABY & CHILD)

Signs and Symptoms



High Temperatures

Children with high temperatures of 37.5 and over are sent home. We can give calpol, if children have not had any paracetamol within 4 hours. Parents or another contact must collect the child.

High Temperature (Fever) Child and Baby

SIGNS & SYMPTOMS

Raised temperature

Looking and feeling unwell

Initially pale then hot and flushed

Headache

Aches and pains

High Temperature (Fever) Child and Baby

TREATMENT

DO...

Call the parents. The best place for the child to recover is at home.

If the child is **under 6 months** old seek medical advice immediately via 111.

If the child's temperature is **39°C or over** seek medical advice via 111.

Provide them with lots of **cool drinks and food** if hungry.

Monitor them closely.

Give paracetamol **or** ibuprofen (if you have written permission from parents).

High Temperature (Fever) Child and Baby

TREATMENT

DON'T...

Control their body temperature by **over or underdressing** them or using a **cold flannel** as this will disrupt the natural functions of the body to fight the infection.

Medicate a child **under 6 months** without medical advice.

Combine paracetamol and ibuprofen unless advised by a Health Care Professional.

Give ibuprofen to a child with **asthma**.

REMEMBER...

Always call for medical advice if needed

If its not an emergency call **111**.

If its an emergency call **999**.

High Temperature (Fever) Child and Baby

TREATMENT - WHEN TO CALL FOR HELP

Call **999** immediately if the baby or child has any of the following symptoms:

...has a stiff neck

...has a rash that doesn't fade when a glass is pressed against it

...has a seizure

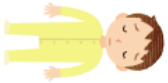
...has unnaturally cold hands or feet

...has pale, blotchy, blue/grey skin

...is uncomforatble with light

...has a high-pitched cry

...is drowsy and hard to wake



...has breathing difficulties

...has a bulging soft spot on their head (baby only)

High Temperature (Fever) Child and Baby

FEBRILE CONVULSIONS SIGNS AND SYMPTOMS

Loss of response

Clenched fists and arched back

Shaking (sometimes significant)

Hot, flushed skin

Sweating

Eyes rolled back

Breath-holding

Drooling

Incontinence

Bite lip or tongue (which can cause bleeding)

High Temperature (Fever) Child and Baby

FEBRILE CONVULSIONS - TREATMENT

These are treated like any other seizure, but with the additional steps of indirectly cooling the child.

During the seizure

Take a note of the time

Make the area safe

Clear the area around the child of anything that could harm them

Place something soft under their head, like a towel or a piece of clothing

Surround the child with pillows or padding

Do not restrain the casualty

Cool the child

Cool the room by opening windows and turning off heaters

Remove any blankets covering the child

Remove clothing (if possible)

Be careful not to overcool the child and do not use direct cooling (such as cold flannels or cold showers)

Call 999/112

(if necessary)

Reassure the casualty

High Temperature (Fever) Child and Baby

FEBRILE CONVULSIONS - TREATMENT

After the Seizure

The casualty will likely be initially unresponsive after the seizure.

Perform the Primary Survey

This is to ensure that the child is breathing.

If they are **breathing - Recovery Position**
If they are **not breathing - CPR**

Monitor and Reassure the Casualty

Remove Clothes

Remove the casualty's clothes (if unable to do so during the seizure) down to their underwear or nappy to help cool them down.

High Temperature (Fever) Child and Baby

FEBRILE CONVULSIONS - WHEN TO CALL 999/112

Child's First Seizure

The child will be assessed by a healthcare professional (such as a paramedic) who may determine that if the child were to have another seizure, an ambulance does not need to be called except in the following circumstances:

Seizure lasting longer than 5 minutes

Breathing Difficulties

Multiple Seizures

You suspect a serious illness (such as meningitis)

Injury (During the Seizure)

You are in doubt

Head injuruies

Head Injuries

CONCUSSION

The brain is cushioned within the skull by a layer of fluid. If there is a blow to the head, the brain can move from side to side in the skull causing temporary but widespread disturbance of brain function. Concussion is not usually associated with long term damage to the brain.

Concussion

Signs and Symptoms of Concussion

- Loss of responsiveness – this is usually brief and concussion can occur without loss of consciousness
- Dizziness
- Nausea and possibly vomiting
- Loss of short term memory
- Mild headache

Head Injuries

COMPRESSION

Compression can be fatal and usually requires surgery. Compression occurs where bleeding or swelling within the skull results in a build up of pressure on the brain. Compression may develop immediately after a head injury but may also appear hours or even days later.

This is one reason why communication between parents and childcarers about any bang to the head is vital.

Compression

Signs and Symptoms

- An intense or worsening headache
- Nausea and vomiting
- Drowsiness that may develop into unresponsiveness
- Breathing may be noisy and slow (late sign)
- Confusion
- Change in behaviour e.g. a baby may not feed as usual or a toddler may seem irritable
- There may be weakness on one side of the face or body
- Difficulty with speech
- Pupils may be unequal (late sign)
- Seizures

Head Injuries

TREATMENT OF SERIOUS HEAD INJURIES

Call **999/112 IMMEDIATELY** if any of the following have occurred:

- casualty has been knocked out and hasn't woken
- difficulty staying awake or keeping eyes open
- a fit (seizure)
- problems with vision
- clear fluid or blood coming from ears or nose
- bruising behind ears
- numbness or weakness in part of the body
- problems with walking, balance, understanding, speaking or writing
- their head was injured in a serious accident

Head Injuries

TREATMENT OF MILD HEAD INJURIES

After a head injury, if there has been **no loss of responsiveness** and the child appears completely well:

1 Sit down with a cold compress for 10 mins

2 Inform their parents, and when the parents arrive, ensure they know what to look out for

3 Monitor child for the remainder of the day for serious head injury symptoms (no rough play)

4 **Call 111** if you need further advice

Head Injuries

SKULL FRACTURES

A serious head injury can occur without resulting in a skull fracture. However, the presence of a skull fracture will increase the likelihood of a brain injury. **Call 999/112 if you suspect a skull fracture.**

Suspect a skull fracture with any child who has had a head injury, especially if there has been impaired consciousness. **Look for the following:**

1 A bruise or wound on the head.

2 Bruising or swelling behind one ear or around one or both eyes (panda eyes).

3 Clear fluid or what looks like watery blood coming from the nose or ears.

Meningitis

Meningitis

THE DIFFERENCE BETWEEN VIRAL & BACTERIAL MENINGITIS

Viral meningitis

- Rarely life-threatening
- Pain relief, fluids and rest
- Not considered to be contagious
- After-effects include headaches, tiredness and memory loss

Bacterial meningitis

- Life-threatening
- Rapid admission to hospital, treated with antibiotics
- Can be contagious and may require public health action
- After-effects include deafness, acquired brain injury and limb loss (septicaemia)

Meningitis

SIGNS & SYMPTOMS - BABIES & TODDLERS

fever, cold hands and feet

fretful, dislike of being handled

rapid breathing or grunting

unusual cry, moaning

stiff neck, dislike of bright lights

refusing food and vomiting

drowsy, floppy, unresponsive

pale blotchy skin, spots, rash

tense, bulging fontanelle (soft spot)

convulsions, seizures

Meningitis

SEPTICAEMIA & THE 'GLASS TEST'

People with **septicaemia** may develop a rash of tiny red 'pin pricks' which can develop into purple bruising

This rash does not fade under pressure; do the 'glass test' by holding a glass against the skin to see if the rash fades.

Fever with spots/rash that do not fade under pressure is a **medical emergency**

Do not wait for a rash. If someone is ill and getting worse, get medical help immediately

Rash on Dark Skin Rashes on dark skin can be harder to spot. For those with dark skin, check for the rash on lighter parts of the body, including the inner eyelids, inside the lips, palms of the hands and fingertips.

Meningitis

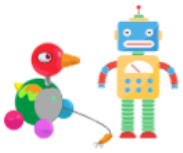
THE RISK TO OTHERS FOLLOWING AN OUTBREAK IN A CHILDCARE SETTING

Meningitis is not highly contagious. 97% of cases happen in isolation, with no further cases occurring.

When a case occurs, the local **public health team** will liaise with the person in charge of the nursery/childcare setting to offer advice and guidance.

It is **usually only the immediate family** of the child/adult who has become ill, that may have an increased risk of meningitis. The public health team will contact the family and offer advice.

There is **no reason to close** the nursery/child care setting or disinfect any equipment or toys.



Minor Injuries

Minor Injuries

TREATMENT OF FOREIGN BODIES: EYE

If a child has an object floating on the surface of the eye, such as grit, an eyelash, sand etc...

1 Sit the casualty down in a well-lit area.

2 Examine the eye by separating the eyelids and asking the child to look around slowly.

3 Use clean tap water or an eyewash solution (such as saline) to gently irrigate the eye. You should ensure that you pour across the eye from the inner corner to the outer corner.

4 If this is unsuccessful and you can see the object is in the white of the eye, you can use a moist sterile swab or triangular bandage to gently remove the object.

Minor Injuries

TREATMENT OF FOREIGN BODIES: NOSE & EARS

Many children occasionally push things into their nose or ears. Some items can easily get stuck, such as beads, small toys, food, crayons, etc. When this happens, it it important that you don't attempt to remove the object yourself as this is likely to cause further damage, follow these simple instructions.

1 Keep the casualty calm

2 If the object is stuck in the nose, ask them to breathe through their mouth

3 Ask the casualty not to try and remove the object themselves

4 Advise the parents that they will need to attend A&E or an Urgent Treatment Centre with the child, as the procedure the Health Care Professionals use to remove the item requires a parent present.

Minor Injuries

TREATMENT OF MINOR CUTS & GRAZES

Seek further medical attention if:

The bleeding does not stop

Foreign object is embedded

High risk of infection (such as from a dirty object)

The wound is as a result of a bite

A wound is showing signs of becoming infected

Minor Injuries

TREATMENT OF SPLINTERS

When small splinters of wood, metal or glass enter the skin, there are a few simple steps that help remove the item:

1 Clean the area with soap and warm water

2 Use tweezers to pull the splinter out in the same direction it went in

3 Encourage a small amount of bleeding from the wound. Clean, dry and apply a plaster

Times to seek medical advice:

If the splinter is large *(treat as an embedded object)*

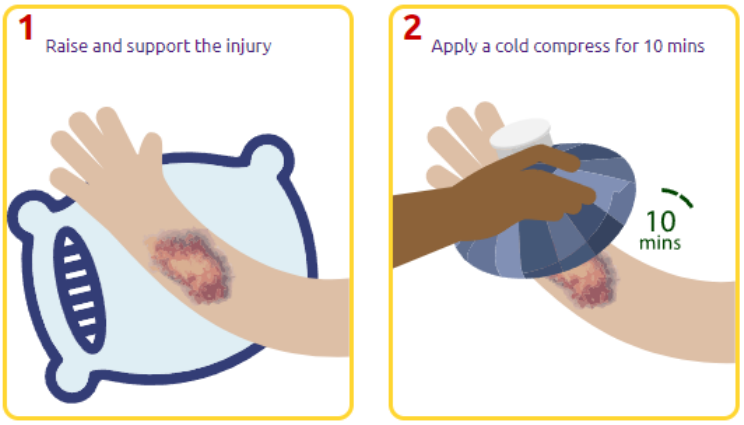
If the splinter is particularly dirty or they have dirty hands **(call 111 for tetanus advice)**

Minor Injuries

TREATMENT OF BRUISES

Bruising is caused by blood entering the tissues under the skin. This can happen immediately following an impact, or up to several days after.

To minimize pain and swelling the following actions can be taken:



Minor Injuries

TREATMENT OF BLISTERS

Blisters are caused due to friction such as an ill-fitting shoe, or heat, and can be an indication of a partial thickness burn. The body's fluids can leak into the surface of the skin and this causes the blister to form.

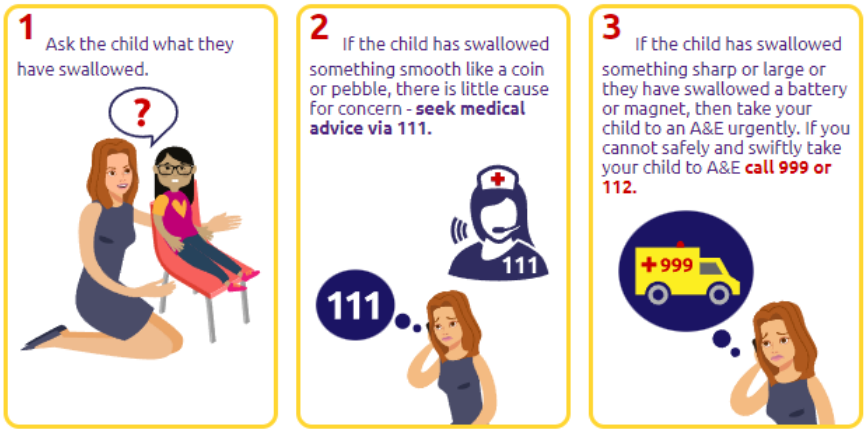
Your aim is to keep the blister clean and protected:

Minor Injuries

TREATMENT OF SWALLOWED OBJECTS

It is common for babies and young children to put objects in their mouth, occasionally these may be swallowed. Usually this is not an issue and the object will work its way through the digestive tract. Understandably, there are some objects that may cause greater concern.

Whatever the circumstances, take the following steps:



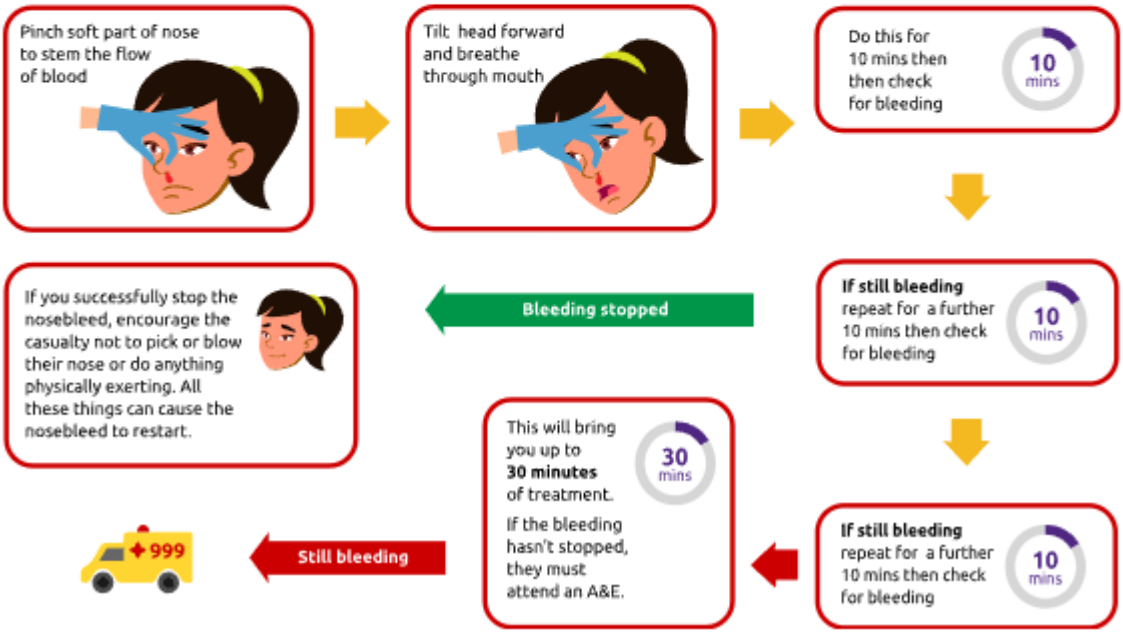
Minor Injuries

TREATMENT OF A NOSEBLEED

Usually a nosebleed is nothing to be concerned about. It generally indicates that the tiny blood vessels inside the nose have been damaged by:

- Blowing the nose too hard
- A violent sneeze
- Picking the nose
- Receiving a blow to the nose

In these circumstances follow this procedure:



Poisons

Poisons

SIGNS & SYMPTOMS

Signs and symptoms will depend on what they have been poisoned with and how the poison has entered the body. Here are examples of some signs and symptoms you may encounter depending on how the poison has entered the body:

Ingested nausea and vomiting, abdominal pain and seizures.

Absorbed burns, pain, redness and swelling, rash, itching

Inhaled difficulty breathing, which can result in a lack of oxygen in the body's tissues (hypoxia) which can be recognised by grey/blue skin (cyanosis).

Injected pain, redness and swelling at the injection site, blurred vision, nausea and vomiting, seizures and anaphylactic shock.

Poisons

TREATMENT

1 Ask the casualty:

What have you taken?

When did you take it?

How much have you taken?

2 Look for any information on the container, take a photo of what they have been poisoned by and if available, look at your **COSHH** or **Chemical Safety Data Sheet**. Keep containers, photos and documentation for the ambulance crew to see.

3 **Call 999/112** and follow their instructions.

4 Treat for **chemical burns** if necessary.

Poisons

OTHER USEFUL NOTES

- If the casualty is very young or too unwell to communicate, then it becomes even more important to search for clues. For instance reading safety information on any containers that might be present
- Never induce vomiting
- Wear protective equipment such as gloves and goggles if available
- Do not allow the casualty to eat or drink anything, with the possible exception of milk or water for use as a mouth wash
- Do not clear away vomit until directed by the Ambulance Service, as it may be used for hospital analysis

Sepsis

Sepsis

SIGNS OF SEPSIS IN ADULTS

Click on each sign of sepsis

(You can use the acronym 'SEPSIS' to help you remember the signs)

Slurred speech or confusion

Extreme shivering or muscle pain

Passing no urine (in a day)

Severe breathlessness

It feels like you're going to die

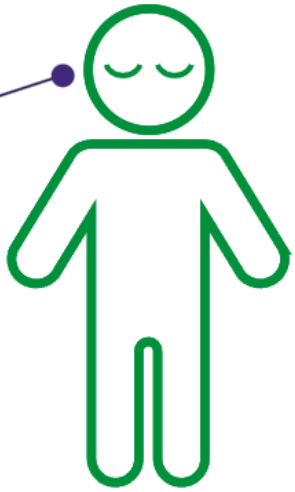
Skin mottled or discoloured

Sepsis

SIGNS OF SEPSIS IN CHILDREN

If your child has a fever or very low temperature, call 111 and ask: could it be sepsis?

Click on each sign of sepsis:



Is very lethargic or difficult to wake

Has a fit or convulsion

Feels abnormally cold to the touch

Is breathing very fast

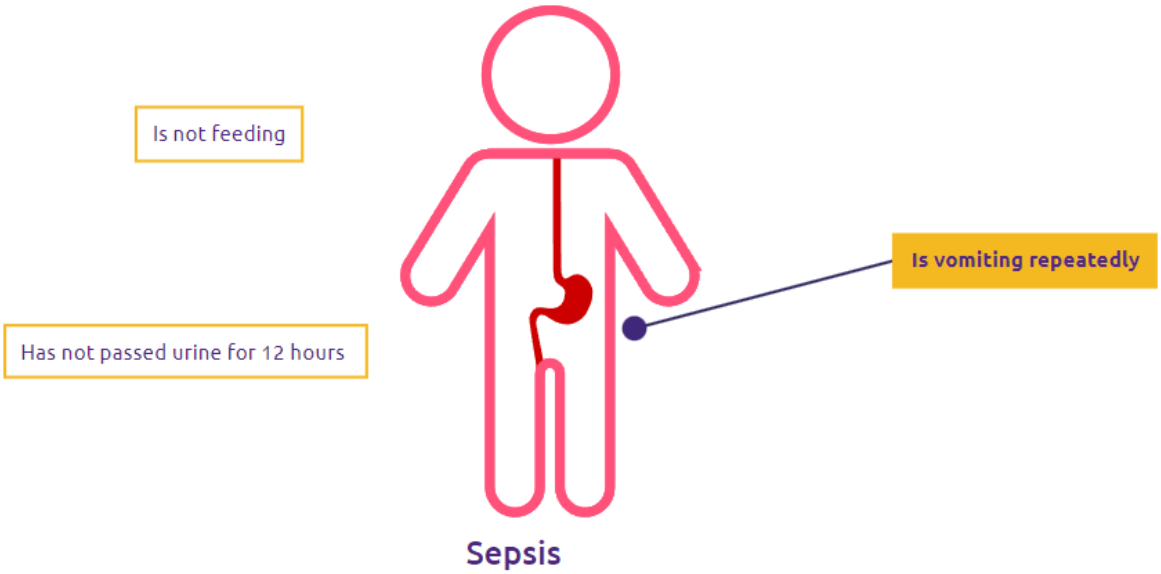
Has a rash that does not fade when you press it

Skin looks mottled, bluish or pale

Sepsis

SIGNS OF SEPSIS IN INFANTS

If your child has a fever or very low temperature, call 111 and ask: could it be sepsis?
Click on each sign of sepsis:



TREATMENT FOR SEPSIS

If you suspect sepsis **seek medical advice immediately.**

When to call 111 or call 999

Call 111

Ask "Could this be sepsis?"

Be persistent and trust your instincts - sepsis can be difficult to spot, even for a Health Care Professional

Time is critical

Call 999/112
or
go to A&E

Medical advice is not immediately available

You are noticing **severe signs and symptoms**

You think it could be **meningitis**

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
February 2024	*S.Montgomery*	*04/09/2024*

Immunisation Policy

EYFS: 3.45, 3.80

At Nature Barn Nursery we expect that children are vaccinated in accordance with the government's health policy and their age and promote this.

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

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

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

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

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

Emergency information
We keep emergency information for every child and encourage parents to keep us updated with any changes.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	*04/09/2024*

Allergies and Allergic Reactions Policy

EYFS: 3.45, 3.46, 3.48, 3.49

At Nature Barn Nursery we are aware that children may have or develop an allergy resulting in an allergic reaction.

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

Our procedures

- All staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis
- We ask parents to share all information about allergic reactions and allergies on child's registration form and to inform staff of any allergies discovered after registration
- We share all information with all staff and keep an allergy register in each class.
- Where a child has a known allergy that is life threating such as anaphylaxis, the nursery manager will carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the nursery and/or following notification of a known allergy and this assessment is shared with all staff. This may involve displaying photos of the children along with their known allergies in the kitchen/nursery rooms, where applicable
- All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts
- The manager and parents work together to ensure a child with specific food allergies receives no food at nursery that may harm them. The manager informs the food suppliers of any allergies and preferences. These meals are labelled and packaged separately from the other dish to prevent contamination. See Nursery Kitchen handbook for more information.
- Seating is monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies with the children and the potential risks
- Staff will sit with children with allergies at all times. Staff will be aware of signs and symptoms of reactions, their allergy and what action to take in case of cross contamination. Staff sitting with the children must be first aid trained.
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a paediatric first aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident book and on the allergy register

- If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.

Food Information Regulations 2014
We incorporate additional procedures in line with the Food Information Regulations 2014 (FIR) including displaying our weekly menus on the parent board.

In the event of a serious allergic reaction and a child needing transporting children to hospital, the nursery manager/staff member will:

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

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

See risk assessment for more information.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Sun Care Policy

EYFS: 3.45

At Nature Barn Nursery we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

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

- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection
- Children can bring in their own sun cream if they cannot use ours. This must be factor 50+. The name of the child along with the date opened must be clearly labelled.
- All suncream must be disposed of after 12 months (this may be different on the packaging- please check).
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will be encouraged to be in shaded areas between 11.00am – 3.00pm on hot days wherever possible. Shaded areas are provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Key persons also work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types.
- Older children will be encouraged to apply their own sun cream in preparation for primary school. Staff will help children to ensure children are adequately covered. Where staff are applying suncream, staff can use gloves if they wish. If gloves are used, these are to be disposed of between children. If staff are using their hands, they are to be washed thoroughly in between each child to prevent cross contamination and prevent infections and diseases.
- Sun cream is to be applied at least every 2 hours.

Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles. Our body creates vitamin D from direct sunlight on our skin when we are outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered.

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

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Health and Safety – General Policy

EYFS: All safeguarding and welfare requirements, particular referencing to 3.55-3.67

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

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

Legal framework

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

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2023
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control Of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

Aims and objectives

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

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

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

- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

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

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

- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- Ensures no student or volunteer is left unsupervised at any time
- Ensures staff paediatric first aid certificates or a list of staff who hold a current PFA certificate are on display (and/or made available to parents).

Responsibilities
The designated Health and Safety Officer in the nursery is the nursery manager.
The deputy nursery manager will be responsible in her absence.

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

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

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

Health and safety training
Person responsible for monitoring staff training at the nursery is the nursery manager.

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

Training table (example):

Area	Training required	Who
Paediatric First aid	Course	All staff
Dealing with blood	In house training/course	All staff and students
Safeguarding/Child protection	In house training/course	All staff and students
Care of babies	In house training/course	At least half of the staff working with under 2's
Risk assessment	In house training/course	All staff
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible
Food hygiene	In house training/course	Anyone involved in preparing and handling food
Allergy awareness	In house training/course	All staff and students
Manual handling	In house training/course	All staff and students

Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff and students
Fire warden duties	External course	Fire Warden
Medication requiring technical or medical knowledge e.g. Epi Pen	External course	As required
SENCO	External course	SENCO
Supervision and appraisal	External course	Manager, deputy and room supervisors

At present at least one member of staff on the premises and available at times when children are present MUST hold a full paediatric first aid (PFA) certificate in the nursery and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS, 2021. This must be renewed every three years and the emergency PFA course is taken face to face.

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

All trained first aiders must be listed in the first aid policy. Our trained first aider is the nursery manager.

Health and safety arrangements

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella and lone working
- These are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy
- All equipment, rooms and outdoor areas are checked thoroughly by staff before children access them or the area. These checks are recorded and initialled by the staff responsible. Unsafe areas are made safe where possible, or the area is not used to promote the safety of children. In these cases, the manager will be notified immediately
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water

- We adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises.
- We identify and assess any water sources at risk of legionella[6], and manage these risks including avoiding stagnant water
- All staff and students receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for activities and resources for children.
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure, which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is shared with all staff, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns/hazardous areas
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents receive these updates, as with all policy changes, as and when they happen
- We welcome feedback from staff and parents. They can contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

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

Fire Safety Policy

EYFS: 3.55, 3.56, 3.57

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

The designated fire marshal in the nursery is the nursery manager.

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

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

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

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

Fire checklist

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)	Manager/Deputy	Daily	Garden area
Fire extinguishers and blankets	Manager/Deputy	Weekly	Kitchen Rooms
Fire Bag	Manager/Deputy	Weekly	Rooms
Smoke/heat alarms	Manager/Owner	Weekly	Rooms
Fire alarms	Manager/Deputy	Weekly	Rooms

Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside	Manager/Deputy	Daily	In every room and front doors
Evacuation bags in the rooms and medication	Staff	Daily	In all the children's rooms.

A deputy fire marshal- **the deputy manager,** is appointed to over this role when the fire marshal is absent.

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

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

Fire drill procedure:
On discovering a fire:

- Calmly raise the alarm by lifting the over and pressing the alarm
- Immediately evacuate the building under guidance from the fire marshal (Collecting children's room register, emergency bag and any emergency medication where applicable)
- Using the nearest accessible exit lead the children out, assemble at **front Car Park the other side of the garden.**
- Close all doors and windows behind you wherever possible
- Children that are in the baby room are carried by the staff and management if they cannot walk. A member of staff from Daisy room is to help in the baby room.
- Do not stop to collect personal belongings on evacuating the building.
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service/police.

If you are unable to evacuate safely:

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

The fire marshal and manager are to:

- Pick up the staff register, nursery mobile/phone, keys, visitor book and fire bag/evacuation pack (containing emergency contacts list, nappies, wipes and blankets)
- Telephone emergency services: dial 999 and ask for the fire service
- In the fire assembly point area –check the children against the register
- Account for all adults: staff and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have

Remember

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

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

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	*04/09/2024*

Manual Handling Policy

EYFS: 3.80

At Nature Barn Nursery we recognise that there are times when staff need to carry out manual handling especially in relation to lifting babies and young children. Staff must all be aware and adhere to the nursery's manual handling policy to prevent/minimise any injuries can result from poor manual handling. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

We know that lifting and carrying babies and young children is different to carrying static loads and therefore our manual handling training reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

Preventing injuries

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

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

Our manual handling assessment considers the following:

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

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

Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be at particularly risk of injury.

- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Ensure lighting is adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

Carrying children

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

Position for lifting

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

Lifting

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down

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

Moving a baby/child or load

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

The task

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan – 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 can undertake 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
- Use cots with a drop downside and avoid bending to lift babies from their cot.

In our everyday practice it is vital that we are always careful and cautious when lifting, or carrying children, particularly in the early years when children's ligaments are looser than that of an adult as this can cause injury including pulled elbow (please see image below).

Staff must ensure they are only picking children up where this is appropriate and necessary i.e. to provide comfort or to prevent children from getting hurt. Staff must do their upmost to support children by getting down to their level rather than picking them up.

Procedures:

- Staff must always communicate with children what they are doing, so children can gain and understanding of what you are about to do and notify you whether they feel comfortable with this. If children struggle and wriggle, this is putting yourself and the child at risk of injury.
- Ensure the environment is tidy and free of trip hazards
- When picking up children, staff should only lift the child from either their waist, or their armpits. A child should NEVER be lifted or pulled from their hands or wrists. This applies to all aspects of lifting and carrying children including after nappy changes, when lifting to cuddle, and when playing.
- Staff should NEVER swing children when walking
- Staff should NEVER carry children on their shoulders
- Children should not be picked up when displaying difficult behaviour unless necessary and should not be moved with unreasonable force. Children should not be pulled by their wrists or hands or forced to the ground as a method of discipline.
- Consider the age and development stage of the child. If the child is old enough, ask them to move to a position that allows you to pick them up without causing any harm, 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 any items when carrying a child. Ask a colleague to assist you or make two journeys.
- If a child is struggling or fidgeting whilst you are carrying them – STOP. Place the child back down and use reassuring words to calm the child before continuing.
- Pregnant staff members should not carry children.
- Children to use the step to wash their hands if necessary rather than being lifted.
- If you are moving a child, their legs or any limbs should never be used to move them. Pick the child up under their armpits around their chest if staff need to move them.

Lifting a baby:

- If the baby is in a cot, you may need to gently slide the baby closer to you before bending.
- Get down to their level
- Bend your knees to get as close to them as possible
- If they're at floor level, lower yourself onto one knee with one foot by the baby
- Place one hand under the baby's head to support it. Place your other hand under the bum and bring the baby to your chest.
- Once you have the baby secure in your arms you can then stand up straight.

Lifting a child

- Get down to their level
- Bend your knees to get as close to them as possible
- If they're at floor level, lower yourself onto one knee with one foot by the child
- Place your hands under the child's armpit and lift them off the ground
- You can either cradle them like you would hold a baby or have them in a sitting position. To have them in the sitting position, have one arm supporting the front of the child by placing one hand under the armpit and across their body around their waist and the other hand under their bum if they're facing forward. If they're facing towards you, have one hand under an armpit and across their back around their waist and the other hand under their bum.
- Once the child is secure and happy, then stand up.

Pulled Elbow

A common injury in young children from incorrect lifting is pulled elbow.

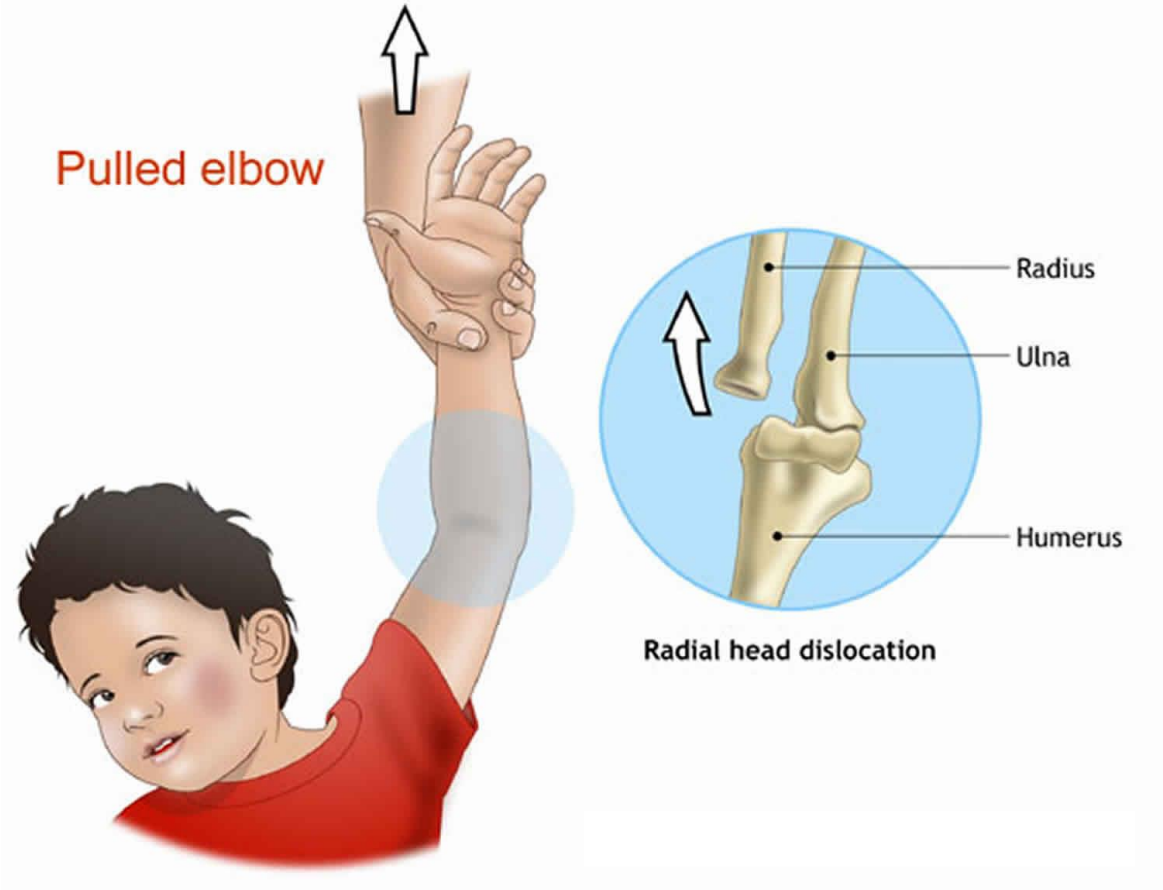
A pulled elbow is a common injury among children under the age of five. It is also sometimes called nursemaid's elbow. A pulled elbow is a result of the lower arm (radius bone) becoming partially dislocated (slipping out) of its normal position at the elbow joint.

A pulled elbow is caused by a sudden pull on a child's lower arm or wrist, for example when a child is lifted up by one arm. It can also happen when a child falls. A pulled elbow will be put back into place by a nurse practitioner or doctor. It will not cause any long-term damage to the child.

Signs and symptoms of a pulled elbow A strong, stretchy band called a ligament normally holds the radius bone in place, but after a fall or a sudden pull, the ligament can be overstretched, and the bone partially slips out from underneath the ligament. In most cases, children with a pulled elbow will cry immediately after the sudden pull, and not use the injured arm at all. Their arm may simply hang by their side.

If a member of staff is not following the above policy, the whistleblowing policy must be followed.

If physical intervention has been used to protect the child, an incident form must be completed, and parents must be informed.



This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	*04/09/2024*

Animal Health and Safety Policy

EYFS: 3.65

At Nature Barn Nursery we recognise the value animals/pets can bring to the emotional needs of children and adults. Caring for animals/pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.
The nursery has a therapy dog called Teddy. Please see risk assessment for more information.

All children under the age of 2 must not touch the animals. They are to observe only.

Pets from home

- If a child brings a pet from home to visit the nursery as a planned activity, parents of all children who will be in contact or in the same area as the pet are informed. We obtain written permission from parents to ensure no child has an allergy or phobia. We complete a full, documented risk assessment prior to the pet visiting and analyse any risks before this type of activity is authorised.
- Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths during the activity. The staff will explain the importance of this to the children
- Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Visits to farms

- A site visit is made by a senior member of staff before an outing to a farm can be arranged. We check that the farm is well-managed, that the grounds and public areas are as clean as possible and that suitable first aid arrangements are in place. Animals should be prohibited from any outdoor picnic areas
- We check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area
- We ensure that there is an adequate number of adults to supervise the children, considering the age and stage of development of the children.
- We explain to the children that they will not be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths, while touring the farm because of the risk of infection and explain why
- We ensure suitable precautions are in place where appropriate e.g. in restricted areas such as near slurry pits or where animals are isolated.

During the visit

- If children are in contact with, or feeding animals, we will warn them not to place their faces against the animals or put their hands in their own mouths afterwards, and explain why

- We will encourage children to leave comforters (e.g. soft toys and blankets) and dummies either at nursery, in the transport used or in a bag carried by a member of staff to ensure cross-contamination is limited
- After contact with animals and particularly before eating and drinking, we will ensure all children, staff and volunteers wash and dry their hands thoroughly. If young children are in the group, hand washing will be supervised. We will always explain why the children need to do this
- Meals, breaks or snacks will be taken well away from the areas where animals are kept, and children will be warned not to eat anything which has fallen on the ground. Any crops produced on the farm will be thoroughly washed in portable water before consumption
- We will ensure children do not consume unpasteurised produce, e.g. milk or cheese
- Manure or slurry presents a particular risk of infection and children will be warned against touching it. If they do touch it, we will ensure that they thoroughly wash and dry their hands immediately
- We will ensure all children, staff and volunteers wash their hands thoroughly before departure
- We will ensure footwear and clothing is as free as possible from faecal materials.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	*S.Montgomery*	*04/09/2024*

Environmental Sustainability Policy

EYFS: 1.3-1.6

At Nature Barn Nursery we wish to support children to learn about sustainable practices and foster, respect and care for the living and non-living environment.

Children are able to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching adult's role model sustainable practices.

We promote a holistic, open-ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- helping children to explore nature through art and play
- supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- supporting the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting, and cooking food for our nursery menu
- helping children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions
- going on nature walks and learning about plants they see in the local area
- encouraging parents and children to walk to nursery once a week / month to raise the awareness of caring for the planet
- developing a recycling area and encouraging children to share recycling ethos into the home environment.

As a nursery we will embed sustainability into all aspects of the operations including:

- recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- ensuring parents recycle children's take-home recycled material models if they do not keep them
- considering our carbon footprint when purchasing materials
- shopping local where possible
- turning off equipment and lights when not in use
- using energy saving light bulbs
- not leaving any equipment on standby
- switching off all equipment at the end of its use/the day wherever possible
- using energy saving wash cycles on the washing machine wherever possible
- hanging washing out to dry/using clothes horses rather than tumble dryers where possible
- incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- recycling water from the water play to water plants outside

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

We assess our nursery's impact on the environment on a regular basis and put procedures in place to counteract this impact.

In order to encourage children not to waste food or to play with food at mealtimes, we discourage the use of food as a play material; instead we encourage activities which involve preparing and tasting different types of food.

This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	*S*.Montgomery	*04/09/2024*

Visits and Outings Policy

EYFS: 3.25, 3.65, 3.66, 3.67

At Nature Barn Nursery we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

Procedures

Visits and outings are carefully planned to use the following procedures along with any local/national guidelines, whatever the length or destination of the visit:

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children
- Written permission will always be obtained from parents before taking children out. This is completed on the registration form and permission form when starting the nursery
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- A qualified member of staff will be always present.
- Ratios will be maintained at all times.
- We designate one member of staff to be the outing leader, this may be the most senior member of staff attending and it will be their role to take the lead in the event of any emergencies/incidents **(see Lost Child Procedure from Outings Policy)**
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required
- A completed trip register together with all parent and staff contact numbers will be taken on all outings.
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full with the nursery manager prior to the outing.
- All staff will be easily recognisable by other members of the group; they will wear the nursery uniform and high visibility vests/jackets
- A fully charged nursery mobile phone will be taken as a means of emergency contact *(staff are reminded of the mobile phone policy and asked to leave personal phones at the setting)*
- In the event of an accident, staff will assess the situation. If required, the group will return to nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as

parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery.

Risk assessment/outings plan

The full risk assessment and outing plan will be displayed for parents to see before giving consent. This plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place
- The estimated time of arrival at the place where they are visiting and expected time they will arrive back at the nursery
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- Any children with medication or health care plans
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Method of transportation and travel arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision

Use of vehicles for outings

- The arrangements for transporting children will always be carefully planned
- All vehicles used in transporting children are properly licensed, insured, inspected and maintained
- Regular checks are made to the nursery vehicle e.g. tyres, lights etc. and a logbook of maintenance, repairs and services is maintained
- The nursery vehicle is to be kept in proper working order, is fully insured for business use and is protected by comprehensive breakdown cover
- Drivers of vehicles are adequately insured
- Drivers will be 25 years or older with a full UK driving licence and where possible two people who are capable of driving the vehicle will attend the trip in case the main driver is taken ill and the rest of the passengers are left stranded and cannot get back.
- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. It is fitted with 3-point seat belts
- When children are being transported, we maintain ratios
- Two members of staff are to be present in the minibus. One member of staff must have paediatric first aid and be qualified to level 3 or above
- Management must be made aware of any outings before going
- We provide all car seats and ensure they are fit for use. Parents are provided with permission slips that also determines the height and weight of the child to ensure the appropriate car seat is provided. We ensure parents keep us up to date with any changes to height and weight that would determine the car seat to be used.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used
- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered member of staff
- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle
- The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

Lost children
In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

In the event of an emergency (including a terrorist attack)
In the event of an emergency whilst out on a visit, we encourage staff to find a safe haven and remain there until the danger passes. Call the emergency services and the nursery.

This could cover other issues such as extreme weather, emergency (such as an ill or injured child) etc.

We will contact all parents to let them know everything is ok as soon as it is safe to do so.

Further information can be found at:
http://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

No Smoking/Vaping Policy

EYFS: 3.57

At Nature Barn Nursery we are committed to promoting children's health and well-being. This is of the upmost importance for the nursery.

Smoking and the use of e-cigarettes has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking/vaping policy within its buildings and grounds. It is illegal to smoke in enclosed places.

All persons must abstain from smoking/vaping while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises.

Staff accompanying children outside the nursery, are not permitted to smoke/vape. We also request that any parents accompanying nursery children on outings refrain from smoking/vaping while caring for the children.

Staff must not smoke/vape while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke/vape during breaks they are asked to change into their own clothing and smoke/vape away from the main entrance/nursery premises.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow Public Health England advice and aim to help staff and parents to stop smoking/vaping by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - www.smokefree.nhs.uk
- Offering information regarding products that are available to help stop smoking

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Alcohol and Substance Misuse Policy

EYFS: 3.1-3.8, 3.19

At Nature Barn Nursery we are committed to taking all necessary steps to keep children safe and well. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for them.

This policy is in line with the Health and Safety at Work Act 1974 and The Misuse of Drugs Act 1971. This should be read in conjunction with the Safeguarding and Child Protection Policy, Staff disciplinary Policy and Suitability of Staff Policy.

Alcohol
Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. Staff can still be under the influence of alcohol the day after the night before and staff should be aware of this, ensuring this is not the case when starting work.

If they are a parent, the nursery manager will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure. If anyone arrives at the nursery in a car under the influence of alcohol the police will be contacted.

Staff, students, parents, carers, visitors, contractors etc. are asked not to bring alcohol on to the nursery premises.

Substance misuse
Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately.

If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow.

If they are a parent, the nursery manager will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure.

The nursery manager will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are

driving or may drive when under the influence of illegal drugs. If they are a member of staff serious disciplinary procedures will be followed.

If a member of staff is taking medication that may affect their ability to care for children, they must seek medical advice and inform the nursery manager as soon as possible to arrange for a risk assessment to take place. This will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after the children properly.

Any medication on the premises is stored securely, and out of reach of children, at all times.

If there are concerns around a member of staff who may have a drug or alcohol problem, but there is no evidence

If the nursery suspects there may be an issue with drugs or alcohol (either from observations, including poor performance, changes in behaviour and/or sickness; and/or staff feedback but there is no evidence that it is happening during working hours or that they are arriving at work under the influence of drugs or alcohol a meeting will be held with the member of staff and manager to investigate the health concerns.

Support and referral to appropriate services may be offered to the staff member, if this is considered appropriate.

Confidentiality will be always maintained.

The staff member will be reminded of the disciplinary procedures that will apply if they attend work under the influence of drugs or alcohol.

Safeguarding/child protection

If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk, we will follow our safeguarding/child protection procedures, contact the local authority children's social care team and the police.

Staff will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary, the police will be called.

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

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Critical Incident Policy

EYFS: 3.1-3.2, 3.55,3.56, 3.63

At Nature Barn Nursery we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our nursery can operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- National outbreaks of infection/health pandemics
- Any other incident that may affect the care of the children in the nursery.

If any of these incidents impact on the ability of the nursery to operate, we will contact parents via phone or email at the earliest opportunity, e.g. before the start of the nursery day.

Flood

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way.

If flooding occurs during the nursery day, the nursery manager will decide based on the severity and location of this flooding, and it may be deemed necessary to follow the same procedure as the fire evacuation procedure. In this instance children will be kept safe, and parents will be notified in the same way as the fire procedure (see Fire Safety Policy).

Should the nursery be assessed as unsafe through flooding, fire or any other incident we will follow our operational plan and provide parents with information regarding closure.

Fire

Please refer to the fire safety policy.

Burglary

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Alarm systems are used and in operation during all hours the nursery is closed.

The manager or most senior member of staff on site will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

- In an emergency dial 999 or non-emergency dial 101 with as many details as possible, i.e., name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon.
- Contain the area to ensure no-one enters until the police arrive.
- Where it is safe to do so, the staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice. This may include temporary short-term closure and/or following the relocation procedure under the flood section wherever necessary to ensure the safety of the children
- The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.
- A manager will be always available during this time to speak to parents, reassure children and direct enquires.
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery
- Arrangements will be made to ensure the nursery is made safe and secure again.

Abduction or threatened abduction of a child

We have secure safety procedures in place to ensure children are safe while in our care, including taking reasonable steps to ensure that children do not leave the premises unsupervised and to prevent unauthorised persons entering the premises and at risk of abduction. Staff are always vigilant and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. We also have visual reminders about closing the door behind them to prevent tailgating (another person accessing entry behind them). Visitors and general security are covered in more detail in the supervision of visitor's policy.

Children will only be released into the care of a designated adult; see the arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody proceedings or family concerns as soon as they arise, so the nursery is able to support the child. The nursery will not take sides in relation to any custody arrangements and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access **unless** a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery, we have the following procedures which are followed immediately:

- The staff member will notify management immediately and the manager will take control, dialling 999 and requesting the police, instructions from the emergency response team will be followed
- The parent(s) will be contacted
- All other children will be kept safe and secure, reassured and calmed where necessary

- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may have impacted on this abduction.
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was abducted, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

Bomb threat/terrorism attack
If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm/contact emergency services as soon as the phone call has ended. The management will follow the fire evacuation procedure and guidance from the emergency services to ensure the safety of all on the premises. The person who took the call will provide as much detail to the emergency services as possible. Ofsted will be notified. With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

Any other significant incidents
All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene, where applicable. The fire evacuation procedure will be followed for any other incident that requires an emergency evacuation. Other incidents e.g. no water supply, will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the nursery.

If there is an incident outside of the nursery building and it is safer to stay inside the building will put into place the lockdown procedure. Emergency advice would be taken.

National outbreaks of infection/Health Pandemics
In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice and advice from our insurance provider.

The setting will remain open as long as we have sufficient staff to care for the children. Depending on the nature of the pandemic we will follow all advice and implement measures to ensure that risks to vulnerable children and staff are minimised. This may include excluding infected children/staff/parents or family members from the setting for a set period of time, to prevent the spread of infection. This decision will be done in consultation with parents, staff, legal advice and our insurance provider. Each case will be reviewed on an individual basis.

The nursery manager will notify Ofsted in the event of a critical incident.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Lock Down Policy

EYFS: 3.1-3.2, 3.55,3.56, 3.63

We take all reasonable steps to ensure the safety of children, staff and others on the premises, in the event of an emergency requiring a full lock down we will follow the lock down procedure:

Lock down procedure
We will use the lock down procedure when the safety of the children, staff and others on the premises are at risk and we are better placed inside the current building, with doors and windows locked and blinds/curtains drawn.

We will activate this emergency procedure in response to a number of situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery – if it is safer staying in the premises than leaving.

During a Lockdown we will follow the **CLOSE** procedure:

Close all windows and doors.
Lock up.
Out of sight and minimise movement.
Stay silent and avoid drawing any attention.
Endure. Be aware that you may be in lockdown for some time.

In this case the staff will be notified by the following action:

The intercom phones will be used and say 'lockdown'.

On hearing the lockdown signal, the Nursery Manager/ Deputy Manager will call for assistance 999. They will keep the setting mobile on them in case of emergency evacuation.
Upon hearing the lockdown signal staff should follow their room lockdown procedure:

- Staff members ensure they have 'going out bag' with them this should include first aid kit and phone.

- Baby Room to stay in their room.

- Toddler room to evacuate their room and head into the baby room and lock the door behind them.
- Pre-school to get all their children into their cloakroom area, lock the door.
- If children and staff are in the garden, they must move to the closest safe room immediately ideally the dining room. If this is not possible, find a hiding place in the garden and lay low. Staff to shield children.
- If the nursery is out on the farm the staff must find the children a safe hiding place and stay low to the ground and quiet, if they can they would need to get to the nearest unit on the farm and alert the personnel in the unit of the danger. Stay there and call management. Wait for further actions.
- Staff to headcount / register call children. Report any missing children to the manager via phone.
- Close windows and blinds and lock doors, if possible.
- Turn off lights and electrical devices.
- Position children low to the ground and against walls.
- Ensure everyone remains quiet.
- No one should be allowed out of the room or safe area during lockdown procedure with the exception of the building being on fire.
- Remain in lockdown until the 'ALL CLEAR' is announced by management or police over the telephone.
- Manager will log the incident, inform relevant authorities and parents.

In the event of a Lockdown, a message will be sent to parents as soon as we are able to via message on tapestry / text as this is the quickest option. It is essential the guidance is followed to keep us all safe from harm until the emergency services give the 'all clear'. The message will be similar to the following.

'Due to an incident, we have been advised by emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able when that is likely to be. We must now keep our telephone lines clear and would appreciate your cooperation in not calling the setting unless it is absolutely vital for you to speak to us.'

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	*S.Montgomery*	*04/09/2024*

Adverse Weather Policy

EYFS: 3.55

At Nature Barn Nursery we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these impact on the ability of the nursery to open or operate, we will contact parents via phone or email.
We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood
In the case of a flood we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow or other severe weather
If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the manager will take the decision as to whether to close the nursery. This decision will consider the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Heat wave
Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days for long periods. Shaded areas are provided to ensure children can still go out in hot weather, cool down or escape the sun should they wish or need to. For further details please refer to our sun care policy.

If the nursery closes due to adverse weather that is out of the nursery control, refunds will not be provided.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Supervision of Children

EYFS: 3.29

At Nature Barn Nursery we have suitable staffing arrangements to meet the needs of all children and ensure their safety. The nursery manager is responsible for all staff, students and relief/agency staff receiving information on health and safety policies and procedures in the nursery in order to ensure they are adequately supervising the children, including whilst they are eating.

Supervision

We ensure that children are supervised adequately at all times, whether children are in or out of the building, including eating through:

- Appropriately deploying staff members meeting the ratio and qualification requirements to ensure children' needs are met and continuing to monitor this across the setting regularly. This includes informing parents and/or carers about staff deployment, and, when relevant and practical involving them in these decisions
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff
- Completing registers as soon as children enter and leave the premises and carrying out head counts throughout the day.
- Risk assessing activities/experiences and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards and fully supervising any activities that may pose this risk
- Ensuring children are fully always supervised when using water play/paddling pools as we are aware that children can drown in only a few centimetres of water.
- Taking special care when children are using large apparatus e.g., a climbing frame, and when walking up or down steps/stairs.
- Support children to identify, minimise and manage risks in their play
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
- Supervising children at all times when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of staff Supervising sleeping babies/children and never leaving them unattended
- Never leaving babies/children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities and whilst using tools in the forestry sessions.
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Outings policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle and a member of staff MUST supervise the children at all times.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Supervision of Visitors Policy

EYFS: 3.63

At Nature Barn Nursery we take all reasonable steps to ensure the safety of children in our care. This includes making sure any visitors to the nursery are properly identified and supervised at all times.

All visitors must sign the visitors' book on arrival and departure.

Visitors may include prospective parent/carers, other professionals e.g. local authority workers, Ofsted inspectors, people in the community that may come to talk to the children e.g. librarians, contractors to complete work, deliveries etc.

Where applicable, we ask visitors to book in advance, so arrangements can be made to accompany them. Identity is checked of any visitors attending in a professional capacity e.g. Ofsted inspectors, speech and language therapists.

All visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches.

We give each visitor a visitor's badge to wear to identify themselves to staff and parents within the nursery. A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

Staff must remember the IVFM rule when a visitor arrives to nursery:

- Check for ID
- Sign in the visitors book
- Notify them of the fire evacuation procedure
- Notify them of the mobile phone and other devices procedure

All visitors must read the visitors information leaflet before entering the nursery. This is accessible by the visitors book.

Security

- Staff must check the identity of any visitors before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitors' Book and accompanied by a member of staff at all times while in the building
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to leave the nursery unattended
- Staff, parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery

- The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Safe Recruitment of Staff Policy

EYFS: 3.9 – 3.26

At Nature Barn Nursery we are vigilant in our recruitment procedures aiming to ensure that all people working looking after children are suitable to fulfil the requirements of their role. We have effective systems in place to ensure that practitioners and any other person who may have regular contact with children are suitable.

We follow this procedure each time we recruit a new member of staff to join our team.

Legal requirements

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations including our legal responsibilities under the Equality Act 2021
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the child protection/safeguarding policy for further information.

Advertising

- We use websites including Indeed social media sites and our website to advertise for any vacancies
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

Interview stage

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not
- All shortlisted candidates receive a job description, a person specification, an equal opportunity monitoring form and a request for identification prior to the interview
- The manager decides the most appropriate people for the interview panel. There will be at least two people involved are both are involved in the overall decision making
- At the start of each interview all candidates' identities are checked using, for example, their passport and/or photo card driving licence. All candidates are required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the

nursery. The questions are value based and will ensure the candidate has the same values as the nursery with regards to the safety and welfare of the children in their care

- Candidates will be given a score for their answers including a score for their individual experience and qualifications
- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, staff and where appropriate parents
- The manager and deputy will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years framework as well as the needs of the nursery
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked, and copies taken for their personnel files where applicable.
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be considered in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the nursery manages health problems including access to medical records
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the nursery and they will not have unsupervised access to any child or their records before this check comes back clear. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not)
- An additional criminal's records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad.
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken
- There may be occasions when a DBS check is not clear, but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion considering the following:

    - seriousness of the offence or other information
    - accuracy of the person's self-disclosure on the application form
    - nature of the appointment including levels of supervision
    - age of the individual at the time of the offence or other information
    - the length of time that has elapsed since the offence or other information
    - relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a 'mentor/ buddy' who will introduce them to the way in which the nursery operates
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation procedures, equality policy and health and safety issues
- The new member of staff will have regular meetings with the manager and their 'mentor/buddy' during their induction period to discuss their progress, support required and/or further training and professional development opportunities.

Ongoing support and checks

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the manager **immediately**
- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the absence management policy
- The nursery manager*/owner* will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. Please see the Disciplinary Policy for further details
- Every member of staff will have two meetings a year with the manager: a formal appraisal and a more informal review. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months
- The manager, deputy and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one

training sessions, ongoing supervision, work-based observations and constructive feedback

- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Suitability of Staff Policy

EYFS: 3.9-3.18, 3.20-3.26

At Nature Barn Nursery we are committed to ensuring that all staff, including students, volunteers and any agency/supply staff are suitable to fulfil the requirements of their role in order to work with or be in regular contact with children. We have effective systems in place to ensure that this includes deciding about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff and/or student supervision.

The nursery manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the nursery before these checks are completed but they must be always supervised by staff who already hold an enhanced check and the check has been applied for.

All nursery staff will be informed of any staff awaiting enhanced DBS clearance.

Staff awaiting these checks will **never**:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by staff holding an enhanced check
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Be involved in looking at a child's learning and development log, but can contribute to it
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the nursery day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and nursery management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.

We request confirmation that all necessary checks have been completed by the agency before using any supply/agency staff. We have a short induction prior to them working with the children. It is our policy that all agency/supply staff are fully supervised and not left alone with children.

Once checks are obtained, we record the criminal records check reference number, the date the check was obtained and details of who obtained it. We also collect this information for any agency/supply staff prior to using them.

We review staff DBS' annually if they are on the update service.
Staff's suitability is checked at every supervision. Teachers of our extra curricula activities also have their suitability checked annually.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Supervisions Policy

EYFS: 3.22, 3.23

At Nature Barn Nursery we implement a system of supervision for all our staff following their induction and probation period. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their managers to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills/training needs in order to progress in their role.
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children. (This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders or changes to their health. These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure).
- We also discuss key children, how they are progressing and if there are any concerns.
- We discuss vulnerable children and how they are progressing or if we have any concerns
- Safeguarding scenarios are provided and training is provided to refresh knowledge.

The frequency of supervision meetings is termly according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery. This clearly sets out who does what and the timeframe, i.e. what the manager is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision, we will ask them to identify three things they have enjoyed about their job/done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

There may be times when supervision may be increased for members of the team as and when needed, i.e., if they have concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness, on request from staff.

It is the responsibility of the manager to plan time to ensure that all staff have supervisions.

At Nature Barn Nursery supervision is carried out by the member of staff's line manager. If for any reason a supervision is cancelled a new date will be rearranged within 7 days.

All members of staff responsible for carrying out supervisions are trained and supported prior to carrying these out.

Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Data Protection and Confidentiality Policy

EYFS: 3.69-3.72, 3.80

At Nature Barn Nursery we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy works alongside the Privacy Notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and Data Protection Act 2018.

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2023 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR), Data Protection Act 2018 and the Freedom of Information Act 2000 regarding the storage of data and access to it.

Procedures

It is our intention to respect the privacy of children and their families, and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. This includes ensuring that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it
- Ensuring that all staff, volunteers and students are aware that information about children and families is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the

parent's permission will always be sought other than in the safeguarding circumstances above

- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance

In order to meet our requirements under GDPR we will also undertake the following:

1. We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language
2. We will use your data to ensure the safe, operational and regulatory requirements of running our Nursery, these include Nature Educational and Citation. We will only contact you in relation to the safe, operational and regulatory requirements of running our Nursery. We will not share or use your data for other purposes. Further detail can be found in our GDPR policy.
3. Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).
4. We will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Ac 2018 and the GDPR. This includes:
    - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data.'
    - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff and volunteer information

- All information and records relating to staff/volunteers will be kept confidentially in a locked cabinet
- Individual staff may request to see their own personal file at any time.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Record Retention Policy

EYFS: 3.72, 3.80

This policy is subject to the laws relating to data protection and document retention.

We are required under legislation to keep certain records about children, parents and staff members. Due to this legislation, we are required to keep this information for a set amount of time.

Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Access and Storage of Information policy, the Data Protection and Confidentiality policy and the Privacy Notice.

Children's records

- A reasonable period after children have left the provision. We will follow the Local Authority procedure here and this states they should be kept for 3 years.

Records relating to individual children e.g. care plans, speech and language referral forms

- We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records. Copies will be kept for a reasonable period. We will follow the Local Authority procedure here and this states they should be kept for 3 years.

Accidents and pre-existing injuries

- If relevant to child protection we will keep these until the child reaches 25 years old.

Safeguarding Records and Cause for Concern forms

- We will keep until the child has reached 25 years old.

Records of any reportable death, injury, disease or dangerous occurrence (for children)

- As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 21 years and 3 months.

Records of any reportable death, injury, disease or dangerous occurrence (for staff)

- 3 years
- Type of accidents include: fractures, broken limbs, serious head injuries or where the child is hospitalised.

Observation, planning and assessment records of children.

- We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children are either given to parents when the child leaves or to the next setting/school that the child moves to (with parents' permission).

Personnel files and training records (including disciplinary records and working time records)

- 7 years

Visitors/signing in book

- Up to 24 years as part of the child protection trail.

This policy will be reviewed annually and amended according to any change in law/legislation.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Anti-bribery Policy

EYFS: 3.80

Legislation
The Bribery Act 2010 creates an offence which can be committed by an organisation which fails to prevent persons associated with them from committing bribery on its behalf but only if that person performs services for you in business. It is unlikely that the organisation will be liable for the actions of someone who simply supplies goods to you.

There is full defence if it can be shown that there are adequate procedures and risk assessments in place to prevent bribery.

At Nature Barn Nursery we have adopted this policy to ensure that we have adequate procedures in place that are proportionate to the bribery risks we face.

It is our policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our dealings wherever we operate. We are also committed to implementing and enforcing effective systems to counter bribery.

What is a bribe?
A bribe is a financial or other advantage offered or given:
- to anyone to persuade them to or reward them for performing their duties improperly or;
-to any public official with the intention of influencing the official in the performance of his/her duties.

Gifts and hospitality
A 'gift' is defined as any item, cash, goods, or any service which is offered for personal benefit at a cost, or no cost, that is less than its commercial value.

You should consider the following if a gift is offered:

- Whether it is appropriate to accept it:
- Decline gifts unless to do so would cause serious embarrassment; and
- Discuss the position with the manager or owner if the gift clearly has a value in excess of £25

Parents may wish to thank nursery staff for looking after their children with Christmas gifts or gifts when the child moves on from a particular room or leaves the nursery. This is perfectly understandable. Each staff member is reasonable for deciding if this gift is appropriate to accept and if it should be shared with the wider team. If in any doubt staff should discuss this with the nursery manager.

The nursery will not accept gifts from service providers. This may be deemed as a bribe to maintain a contract. The nursery will always remain transparent and open.

Any gifts received will be recorded in the central gift register under the nursery anti-bribery and corruption procedures.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S. Montgomery	04/09/2024

Quality Provision Policy

EYFS: 1.1-1.17

At Nature Barn Nursery we are passionate about providing high quality care and education for all children. High quality care leads directly to better outcomes for our children and all staff are committed to providing children with the best possible start in life and enable them to reach their full potential.

As part of our quality practice, we ensure children receive the highest quality care and education by:

- Having high expectations for all children so they can achieve the best outcomes
- Building close attachments with children so they feel safe, secure, happy and can thrive
- Developing close relationships with families so together we can best support the child's individual learning and development
- Implementing all the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS)
- Ensuring that the EYFS learning, and development requirements are embedded including providing a curriculum that is underpinned by the EYFS principles, educational programmes and seven areas of learning and development.
- Reflecting on all areas of practice and striving towards the Ofsted grade descriptors for Outstanding quality indicators
- Ensuring all the EYFS assessment requirements are met including the planning, observation, assessment and next steps and that they are linked to each individual child's needs and interests and are evaluated for effectiveness
- Having a highly qualified, skilled staff team that understand what is meant by high quality practice and how to deliver this Deploying staff appropriately to meet the individual needs of all children
- Creating and achieving the nurseries quality vision, mission and outcomes
- Consistently delivering high quality practice and teaching that makes a difference to children's daily experiences
- Ensuring a solid understanding of the importance of pedagogy and child development amongst all practitioners
- Ensuring that the environment, resources and provision is of high quality both indoors and out; monitoring resources and equipment ensuring these are risk assessed, and fit for purpose
- Providing children with wonderful experiences and opportunities giving them the best start in life
- Valuing continuous professional development for all staff and accessing a variety of training and development to support the needs of the children in the nursery
- Appropriately assessing children's learning and development and recognising where children may need support and acting on this quickly
- Evaluating the effectiveness of training and link to the outcomes for children
- Ensuring all staff are confident and supported in their roles and have the training and skills they need to be able to perform their roles

- Conducting regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
- Using peer on peer observations to share, discuss and improve practice across the setting
- Monitoring all practice and feedback ideas for improvement
- Undertaking a quality improvement programme to ensure quality is embedded throughout the nursery
- Engaging with families and carers and supporting the home learning environment
- Operating a robust and embedded quality improvement and evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Equipment and Resources Policy

EYFS: 3.55, 6.58, 3.65

At Nature Barn Nursery we organise the premises and equipment to meet the needs of all the children. We provide a wide range of high-quality equipment and resources to support the delivery of our early year's curriculum. We take reasonable steps to ensure the safety of children and ensure they are not exposed to risks.

To ensure this occurs within the nursery, including in our outdoor areas, we provide:

- Play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- Enough equipment and resources for the number of children registered in the nursery.
- High quality e-sources to meet children's individual needs and interests and promote all areas of children's learning and development
- Involve the children in decision making about new resources and equipment, where possible
- A wide range of books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Play equipment and resources which promote continuity and progression, provide sufficient challenges
- Sufficient storage so resources and equipment can be displayed for children to independently choose and/or stored away safely and then rotated
- Appropriate risk assessments and checks on all resources and equipment before first use to identify any potential risks and again regularly at the beginning and end of every session.

Cleaning and maintaining of all resources and equipment. We repair or replace any unsafe, worn out, dirty or damaged equipment whenever required

- An inventory of resources and equipment. This records the date on which each item was purchased, and the price paid for it
- An evaluation of the effectiveness of the resources including the children's opinions and interests
- Role models and discussions to ensure that all children respect the equipment and resources and encourage them to put them back where they belong after use. We will often use silhouettes or pictures to support the children to do this.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Early Learning Opportunities Statement Policy

EYFS: 1.1 – 1.17, 2.1-2.6, 3.1, 3.20, 3.27, 3.59, 3.68, 3.80

At Nature Barn Nursery we promote the learning and development of all children in our care. We recognise that each child is an individual and our high qualified staff consider their needs, interests and development to plan a challenging and enjoyable experience across the seven areas of learning and development. Our staff guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive inclusive play environment for every child, so they develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and any areas requiring further support.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year one.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations, which inform future planning and draw on children's needs and interests. This is promoted through adult-led and child-initiated opportunities both indoors and outdoors.

Assessment is an integral part of our practice; we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.

Summative assessment is carried out at set points of the year including:

- assessment on entry (starting point), including parental contributions. Progress check at age two (where applicable)
- the Early Years Foundation Stage Profile (where applicable) or any other summative assessment e.g. when children transition to new rooms or leave for school

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home and have regular meetings with parents to keep them up to date with their child's progress.

We share information about the EYFS curriculum with parents and signpost them to further support via the following website:
www.foundationyears.org.uk/

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Gifted and Talented Children Policy

EYFS: 1.1, 1.6, 1.8, 2.1, 2.3

At Nature Barn Nursery we plan our teaching and learning so that each child can aspire to achieve their full potential.

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'gifted' and/or 'talented' and extend their learning to challenge them further.

'Gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects.

'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

We will ensure all children are fully supported and challenged by:

- Working together with parents and carers to establish starting points on entry to nursery
- Observing, assessing and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the learning opportunities
- Where applicable, working with the nursery SENCO (see SEND policy), other services and professionals to ensure we can fully support the child's individual needs
- Working with the child's school to provide activities that will stretch the child further in line with the child's future curriculum
- Support transitions by providing key information to the next provision.

We ensure staff are aware of some early development signs of children that may be gifted and talented including:
Gifted children in language and literacy:

- Can read and respond to a range of texts at a more advanced level.
- Use a wide vocabulary and variety of words in conversations and play
- Can write fluently and with little support.

Gifted children in mathematics:

- Explore a broader range of strategies for solving a problem
- Establish their own strategies for problem solving
- Can manipulate numbers in a wide range of ways, e.g., adding, subtracting.

The management monitors all outcomes for children by tracking cohorts and individual children across the whole setting. This will include the gifted and talented children. Management will ensure that all children are progressing at an appropriate rate from their starting points through challenging and supportive activities and opportunities.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Settling In Policy

EYFS: 1.16, 3.27, 3.73, 3.74

At Nature Barn Nursery our aim is to work in partnership with parents and/or carers to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly into nursery life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the nursery.

Our settling in procedure includes:

- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process. We notify parents that this may change within the first few weeks of settling in, if the child has bonded with another member of staff
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the nursery and expectations and responsibilities of the nursery and parents including our safeguarding procedures
- Working with parents to gather information before the child starts on the child's interests, likes and dislikes and their favourite things available at settling sessions, e.g. their favourite story or resource: as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day
- Encouraging parents and children to visit the nursery before an admission is planned
- Planning tailored settling in visits and introductory sessions, following any necessary government advice
- Welcoming parents to stay with their child, where possible and applicable during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents. These are tailored to meet each individual family and child's needs
- Encouraging parents/carers to send in family photos to display to help settle the child
- Reassuring parents whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter days, where possible
- Providing regular updates and photos of the children settling
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences

- Assigning a buddy/back-up key person to each child in case the key person is not available. Parents are made aware of this to support the settling process and attachment
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the nursery until he/she is completely settled.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Transitions Policy

EYFS: 1.16, 3.1, 3.27

At Nature Barn Nursery we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving rooms procedure

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents and:

- Basing on the individual needs of the child and when they are ready to move based on age/stage of development
- Provide information to the new key worker in relation to the child's allergies, medical conditions, how to help them settle
- Provide parents information on the new class the child will be attending, including the routine
- Enabling the child to spend short sessions in their new room prior to the permanent move to so they feel comfortable in their new surroundings with their key person initially, so they have a familiar person present at all times
- Wherever possible transitioning groups of friends together to enable these friendships to be kept intact and support the children with the peers they know
- Keeping parents informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries

- Only transitioning the child when they feel settled and ready to move. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth transition and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g., childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend and of the teachers. This helps the children to become familiar with this new concept and will aid the transition
- Build relationships with local schools where possible throughout the year and invite them to key events or we will attend key events, e.g. nativity, sports day
- We invite school representatives into the nursery, where possible or invite them to talk via online platforms such as Zoom so they can introduce themselves to the children.
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We produce a comprehensive report on every child leaving the setting and with parental permission will share this with the school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning
- With parental permission around school allocation day, we may share details of the schools children are going to so parent/carers can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers
- With parent permission, we will send a small report to the primary school detailing children's interests, learning and development, next steps and any other information including safeguarding and child protection procedures.

Other early years providers

Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder, we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email, video call or telephone.

Family breakdowns
We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families' policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings
We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement
We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement, which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes/transitions in their life, we ask that you speak to the nursery manager and the key person to enable this effective support to be put into place.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Outdoor Play Policy

EYFS: 1.1-1.6, 1.11 -1.15, 3.55, 3.58, 3.59,3.65

At Nature Barn Nursery we recognise the importance of daily outdoor play and the physical development and are committed to ensure all children have daily access regardless of their age and stage of development. Where possible this includes the children having free access to the outdoors allowing them the freedom to play indoors or out. We provide an inclusive outdoor play environment with areas for non-mobile children to freely explore. We make reasonable adjustments where required, in line with the Equality Act 2010. We go out to play with all children in all weathers (unless it is deemed unsafe).

We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity. [7]

The outdoor areas, both within the nursery grounds and in the local community have a wealth of experiences and resources, which help children to learn and develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play'. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the outings policy.

We plan all outdoor play opportunities and outings to complement the early years curriculum, this includes providing children with purposeful activities and quality resources that support and follow their individual interests and the seven areas of learning and development. We plan both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours. Where possible and in line with the children's needs, we will also often have snacks and meals outdoors and some children will sleep outdoors (see sleep policy).

[7] www.gov.uk/government/publications/uk-physical-activity-guidelines

Where activities take place away from the setting (e.g., in the local wood) then a nursery mobile phone and first aid kit will be taken to always ensure the safety of children. A trained paediatric first aider will be present when away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and Safety
- Sun Care
- Caring for Babies and Toddlers
- Lost Child Policy
- Parents and Carers as Partners
- Supervision of Children
- Safeguarding and Child Protection
- Outings.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Multiple Birth Families Policy

EYFS: 1.1, 3.1

At Nature Barn Nursery we ensure that all families are included and supported fully, no matter how big or small. There are more and more multiple births occurring in the UK, twins, triplets and even more. As a nursery we accommodate all families and work together with parents to ensure all children are treated as individuals and supported to make the best progress they can.

This policy should be read in conjunction with our Settling in Policy and Partnership with Parent Policies. In addition to these to support the needs of multiple birth families, we will:

- Acknowledge multiple birth relationship as special and to be celebrated as well as enabling children to develop as individuals
- Work with parents to explore each child's individual preferences, interests, needs and starting points including, where applicable ways for staff to identify them apart
- Complete individual forms for each child to discover their individual routines, specific requirements, dietary needs etc.
- Recognise and celebrate all individual achievements
- Report back on each child separately at the end of the day to the parents
- Consider separation if this is beneficial for their development. Parents, and where appropriate the children, will be involved in the decision for when, where and how this may occur (e.g. focused activities, outdoor play)
- Arrange parental consultations for each child. Each child will receive the same time during the consultation as any other child in the setting. Assessments will be shared based on their individual progress and comparisons between the children will not be made, any concerns will be discussed as per SEND policy
- Understand that each child is unique and not expect them to behave in the same manner, excel in the same areas or enjoy the same activities

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Caring for Babies and Toddlers Policy

EYFS: 3.1, 3.2, 3.27, 3.32, 3.48, 3.49, 3.55, 3.58, 3.60, 3.61, 3.74.

At Nature Barn Nursery we care for babies and toddlers under the age of two as well as pre-school children.

We ensure their health, safety and well-being through the following:

- Implementing the EYFS requirements at all times and caring for babies and toddlers in a separate base room with a maximum number of 8 of children on a minimum ratio of 1:3 in Blossom room.
- Allocating each baby/toddler with a key person and working in partnership with their parent/carers to meet their individual needs and routines
- Having well qualified staff that understand the needs of babies and toddlers, ensuring that at least half of the staff team caring for children under the age of two have undertaken specific training for working with babies.
- Ensuring babies and toddlers have opportunities to see and play with older children whilst at nursery
- Toddlers transitioning to the older age groups/rooms when assessed as appropriate for their age/stage (see separate Transition Policy)
- Staff supervising all babies and toddlers and organising the environment to support both non-mobile babies and more mobile babies and toddlers.

Environment

- The environment, equipment and resources are risk assessed and checked daily before the children access the rooms/area. This includes checking the stability of cots and areas around, low/highchairs and ensuring restraints on these, pushchairs and prams are intact and working
- All doors are fitted with viewing panels and door finger-guards to prevent accidents
- Outdoor shoes are removed or covered when entering the baby and toddler area(s). Staff remind parents and visitors to adhere to this procedure. Flooring is cleaned regularly
- Sterilisers are washed out and cleaned daily
- Large pieces of furniture are fixed to the walls to stop them falling on top of babies and young children

Play and learning is planned in line with children's individual interests and the EYFS learning and development requirements.

Resources

- Care is taken to ensure that babies and toddlers do not have access to resources/activities containing small pieces, which may be swallowed or otherwise injure the child
- Babies and toddlers are closely supervised during all activities
- Resources and equipment that babies and young children have placed in their mouth are cleaned/sterilised after use

- All resources are frequently cleaned
- Soft furnishings are frequently cleaned
- The use of baby walkers, bumbos and jumparoos **(*will not be used).*** If used for extended periods of time on a regular basis, these can contribute to delayed physical development. We follow NHS guidelines which recommends that if these resources are to be used then it should be for no more than 20 minutes at a time which is often used at home. Therefore at The Nature Barn we believe is giving every baby the freedom of movement and the time to explore their own body without being restrained to a piece of equipment.

Intimate Care

- Babies and toddlers have their nappies changed according to their individual needs and requirements by their key person, wherever possible. Checks are documented with the time and staff initials and information is shared with parents
- When developmentally appropriate, we work closely with parents/carers to sensitively support toilet training in a way that suits the individual needs of the child
- Potties are washed and disinfected after every use. Changing mats are wiped with anti-bacterial cleanser before and after every nappy change
- Staff ensure all the equipment is ready before babies and toddlers are placed on the changing mat
- No child is ever left unattended during nappy changing time
- Intimate care times are seen as opportunities for one-to-one interactions
- Staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted. Students only change nappies with the support and close supervision of a qualified member of staff (see separate Students Policy)
- Cameras and mobile phones are not permitted in toilet and nappy changing areas
- Nappy sacks and creams are not left in reach of babies and children.
- We always systems in place to ensure there is an adequate supply of clean bedding, towels and spare clothes

See separate Nappy changing policy.

Sleep

- Each baby/toddler has labelled nursery bedding which is washed at least weekly and when necessary, this considers any allergies and irritation to soap powders and any individual needs for example if a child prefers to sleep in a sleeping bag, we will ask parents/carers to bring one from home.
- All cot mattresses/sleep mats meet necessary safety standards
- Safe sleep guidance is always followed, babies are always laid to sleep on their back, with their feet touching the foot of the cot. Children under two years are not given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation.
- We also share safe sleep advice with parents/carers, and we follow all of our safe sleep advise from the lullaby trust.
- We ensure that sheets or thin blankets come no higher than the baby's under arms, to prevent them wriggling under the covers. We make sure the covers are securely tucked in so they cannot slip over the baby's head

- Only sheets and blankets that are of good condition are used, any loose threads are removed.
- Cots are checked before use to ensure no items are within reach i.e. hanging over or beside the cot (e.g. fly nets, cables, cord blinds)
- Sleeping babies/children are supervised at all times and checks are completed every 10 minutes. This may increase to five minutes for younger babies under the age of 12 months and/or new babies. Checks are documented with the time and staff initials on the sleep check form and times are shared with parent/carers

See sleep policy for more information.

Bottles

- Feeding times are seen as an opportunity for bonding between practitioner and child and where possible babies are fed by their key person
- Food/milk for babies is prepared in a separate kitchen and is specifically designated for this preparation. Handwashing is completed before preparation is undertaken
- Bottles of formula milk are only made up as and when the child needs them. Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated. They are then cooled to body temperature, which means they should feel warm or cool, but not hot. Bottles are tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely
- Bottles are only made following the instructions on the formula, if during the making process there are discrepancies, a new bottle will be made
- All new staff will be shown the procedure, and only when competent and confident will they make them on their own. Students are fully supervised.
- Nursery bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not be washed in the dishwasher). They are replaced as and when required.
- Unwanted/left over contents of bottles are disposed of after two hours
- Babies are never left propped up or laid in a cot with bottles as it is both dangerous and inappropriate
- A designated area is available for mothers who wish to breastfeed their babies or express milk
- We provide formula milk unless they require a specific brand. Parents are to provide their own bottles for their children. Prescribed milk will not be provided by the nursery
- Labelled mothers' breast milk is stored in the fridge.

Mealtimes

- All low/highchairs used for feeding are kept clean and are wiped and disinfected after every use, the use of the highchair harness is prohibited as it may hinder the staff being able to get the child out of they were choking. Children are never left unattended when eating or when in highchairs, if the children try to stand up out of the hight chair then they are gentle encouraged to sit down again.

- Mealtimes are seen as social occasions and promote interactions. Staff always sit with babies and young children, interacting, promoting communication and social skills.
- All children are closely supervised whilst eating and if any choking incidents occur paediatric first aid will be administered.
- Babies and young children are encouraged to feed themselves with support, as required
- We work together with parents regarding weaning and offer any support, as required.

Comforter and dummies

- We have a separate 'Use of Dummies in Nursery' Policy to promote communication and language development
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor (see separate dummy policy)
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Dummies are disposed of if they become damaged
- Comforters including teddies and blankets are kept safe and provided at sleep times, or if the child becomes unsettled.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Nappy Changing - Policy

EYFS: 3.27, 3.61, 3.74

At Nature Barn Nursery we support children's care and welfare daily in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies according to the child's individual needs and requirements.

Our procedure meets best practice identified by the Health Protection Agency (2011) in 'Best practice advice for nurseries and childcare settings'.

We enable a two-way exchange between parents and key persons so that information is shared about nappy changing and toilet training in a way that suits the parents and meets the child's needs.

We provide nappies and wipes for children; however we ask parents to provide their own if their child is to have a particular brand.

When developmentally appropriate, we work closely with parents/carers to sensitively support toilet training in a way that suits the individual needs of the child and ensures consistency between home and nursery.

We have appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation, serving areas and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded. Disposable towels/roll are placed on top of the changing mat for added protection
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a nappy sack before being placed in the bin. Bins are regularly emptied and always at the end of the day and placed in an appropriate waste collection area
- We ask that where any non-prescribed creams are needed e.g. Sudocream that these are supplied by the parent/guardian and clearly labelled with the child's name. Prior written permission is obtained from the parent. When applying creams for rashes, a gloved hand is used.

Staff changing nappies will:

- Have a choice of using a new disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves. If they chose not to wear apron or gloves, hands must be washed thoroughly between each nappy change
- Clean disinfect and dry mats thoroughly after each nappy change; disposable towels/roll are discarded after each nappy change

- Ensure they have all the equipment they need before each nappy change
- Keep nappy bags, gloves and aprons out of reach of babies and children.

Reusable Nappies

The procedures above are followed where children wear useable nappies, in addition we:

- Ask the parents for a demonstration for fitting the nappy correctly
- Dispose of any soiling by flushing straight down the toilet
- Dispose the reusable nappies liner, and place in a nappy bag (and disposed of as per disposable nappies in a nappy bin)
- Store the used nappies in a sealable wet bag (including a waterproof interior and sealed prevents any smells escaping) away from children
- Provide the parents with the wet bag at the end of the day to clean the used nappies.

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works and who is caring for their child
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks
- Training all staff in the appropriate methods for nappy changing
- Ensuring that no child is ever left unattended during the nappy changing time
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted; and that students only change nappies with the support and close supervision of a qualified member of staff
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the parent and carers as partner's policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs

- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy
- Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors
- Cameras, tablets and mobile phones are not permitted within toilet and intimate care areas
- Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the nursery
- Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines
- Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about nappy changing procedures or individual routines, please see the manager at the earliest opportunity.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Use of Dummies in Nursery Policy

EYFS: 1.1-1.6

At Nature Barn Nursery we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.
- Dummies will be disposed of if they become damaged and/or when they are required to be disposed of.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Sleep Policy

EYFS: 3.60

At Nature Barn Nursery we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

When children are asleep, they are always supervised closely and never left unattended.

The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. We make sure that:

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again, on their own, in which case we enable them to find their own position
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed
- Checks are recorded every 10 minutes and as good practice we monitor babies under twelve months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.
- Babies/ children are never left to sleep in a separate sleep room where staff cannot monitor children. Buggies are laid flat if children fall asleep on an outing. When they return, children are moved onto a bed. Parents may provide permission for children to sleep in buggies if they are new to the setting and are settling in. In this instance, children are supervised at all times and sleep checks continue as stated above.

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Only using safety-approved cots or other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet
- Only letting babies sleep in prams if they lay flat. They must be supervised at all times.
- Children that fall asleep in a bouncer or swing will be laid on a bed that is flat.
- Enable babies to sleep outdoors, where appropriate and with parents' permission- mats, beds or prams are to be used
- Not using cot bumpers or cluttering cots with soft toys, although comforters may be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby/toddler is provided with clean bedding labelled to them and working in partnership with parents to meet any individual needs for example if a child prefers to sleep in a sleeping bag we will ask parents/carers to bring one from home

- Cleaning all bedding as required and at least weekly
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- Having a no smoking policy.
- Any children that fall asleep on the sofa will be moved to a bed immediately
- Take off additional clothes such as jumpers when children fall asleep. Heads will never be covered to ensure that children can regulate their body temperature
- Children will not sleep under direct sunshine
- The room temperature will be between 16 and 20 degrees Celsius

We ask parents to complete sheets on their child's sleeping routine with the child's key person when the child starts at nursery, and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies or in a sling. We will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so in which case we would ask them to sign to say they have requested we adopt a different position or pattern on the sleeping babies form.

We recognise parents' knowledge of their child regarding sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep for example dimming the lights, using soft music, where applicable whilst ensuring that we continue to meet the needs of the children that do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with other rooms/children.

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

Sleeping twins
We follow the advice from The Lullaby Trust regarding sleeping twins. Children will not be placed in the same cots, they will be provided with their own space to sleep.

Further information can be found at on the NHS website and: http://www.lullabytrust.org.uk

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Bereavement Policy

Legislation

- The Parental Bereavement Leave and Pay Act 2018

At Nature Barn Nursery we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements, so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.org 116 123

Priory: www.priorygroup.com 0800 691 1481

Child Bereavement UK: www.childbereavementuk.org 01494 568 900

Cruse Bereavement Care: https://www.cruse.org.uk 0808 808 1677

British Association of Counselling: www.bacp.co.uk

SANDS: www.sands.org.uk

Death of a Child

If an employee has a death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, all employees will be entitled to two weeks paid leave; subject to meeting the eligibility criteria having been employed for at least 26 weeks.

Support will be given, including making reasonable adjustments on the return to work and further ongoing support will be provided.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Nutrition and Mealtimes Policy

EYFS: 3.48 – 3.50

At Nature Barn Nursery we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times.

We are committed to offering children healthy, nutritious and balanced meals and snacks, which meet individual needs and requirements.

We use a catering company 'The Nursery Kitchen' to provide all nursery meals for lunch and tea. These are trained chefs that have the relevant government checks, training and meet government guidelines to provide healthy balanced and nutritional meals.
Parents are asked to provide a fruit snack for morning and afternoon if they would like to.

We ensure that:

- A balanced and healthy breakfast, midday meal, tea and two daily snacks are provided for children attending a full day at the nursery
- Menus are planned in advance and in line with example menu and guidance produced by the department for education, these are rotated regularly and reflect cultural diversity and variation. These are displayed for children and parents to view
- All allergens are displayed alongside the menus to show the contents of each meal
- We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings
- Menus include at least 1 serving of fresh fruit and vegetables per day
- Parents and children are involved in menu planning
- Only milk and water are provided as drinks to promote oral health. Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins the nursery. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children

and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged

- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves
- Staff support children to make healthy choices and understand the need for healthy eating
- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Cultural differences in eating habits are respected
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert
- Children not on special diets are encouraged to eat a small piece of everything
- Children who refuse to eat at the mealtime are offered food later in the day
- Children are given time to eat at their own pace and not rushed
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children
- We promote positive attitudes to healthy eating through play opportunities and discussions
- The nursery provides parents with daily written records of feeding routines for all children
- No child is ever left alone when eating/drinking to minimise the risk of choking
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets or biscuits. These will be given at mealtimes to prevent tooth decay and not spoil the child's appetite. Where we have frequent birthdays and celebrations we consider other alternatives such as celebrating through smiles and praise, stickers and badges, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song
- We do allow parents to bring in cakes on special occasions. We ensure that all food brought in from parents meets the above and health and safety requirements and ingredients that are listed within the Food Information for Consumers (FIR) 2014 and detailed in the allergens policy and procedure
- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform The catering company The Nursery Kitchen and Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Packed Lunch Policy

EYFS: 3.48 – 3.50

The Nature Barn Nursery wish to promote the right environment for our children to understand the importance of making healthy food choices. Packed lunches and snacks represent at least a third of a child's daily intake of foods and nutrients, which presents a great opportunity to promote healthy food choices for children.

Aims:

- To make sure that children who bring a lunch from home to eat in Nursery have food that is just as healthy and nutritious as food served at nursery that is regulated by national standards.
- To give clear guidance to parents, carers, children and staff on providing a healthy packed lunch. We believe that a healthy packed lunch can contribute to the health of children and needs to be consistent with the nutritional standards provided by Early Years Nutritional Guidelines. Content of Packed Lunches
- Fruit and vegetables; at least one portion of fruit, vegetables or salad a day. Please no grapes, berries are cut in half (long ways).
- Carbohydrates; starchy food such as bread, pasta, rice, couscous, noodles, potatoes (not fried)
- Dairy; food such as milk, cheese, yoghurt, fromage frais, or soya products
- A cake or small packet of biscuits – not to contain chocolate bars
- Sandwich fillings to be savoury only - No honey or chocolate spread.
- Cooked food, such as pasta, rice, meat etc. cannot be reheated on the premises, so please ensure your child's lunch can be consumed at room temperature.

All packed lunches should be age appropriate, so that the child can eat independently and should not need preparing by the staff.

The following should not be included in packed lunches:

- Fried food
- Nuts or nut products
- Drinks of any kind especially fizzy/sugary drinks in cartons, bottles or cans (including diet or energy drinks which contain high levels of caffeine and other additives which are not suitable for children)
- Confectionary such as chocolate bars, sweets, Lollipops.

Special Diets and allergies

We ask parents/carers to be aware of nut and other allergies. For this reason, children are not permitted to swap food items. As some children in Nursery may have nut allergies, we ask parents to refrain from including nuts or peanut butter in their lunch boxes/bags.

Packed Lunch Containers

We ask that parents/carers provide a packed lunch container where food items can be stored securely and appropriately until the lunch time period.

Our kitchen and fridge are inspected by environmental health, and we cannot store children's food in the nursery fridge, therefore we advise that packed lunches are in insulated bags, preferably with freezer blocks to keep food cool especially in the summer months.
Clearly labelled with the child's name.

Monitoring to promote healthy eating

We will regularly monitor the content of packed lunches.

- We will talk to parents/carers where necessary and offer guidance on bringing healthy packed lunches and snack.
- If lunches are not deemed to meet nutritional standards parents will be advised on changes that need to be made.
- If a packed lunch contains items that are not suitable for consumption on nursery premises, i.e. doesn't meet the requirements of our packed lunch policy, the child will be given a nursery meal.
- Anything not eaten by your child will be left inside the lunch box for you to monitor how much your child has eaten.
- Any sweets or sugary drinks removed from a child's lunch box will be sent home at the end of the day.
- If a child's packed lunch continues not to follow the guidance set out in this policy then the parent/carer will be asked to come in for a consultation with the manager.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Food Play Policy

EYFS: 3.65

At Nature Barn Nursery we ensure any food we use for play with the children is carefully supervised. We will also use the following procedures to ensure children are kept safe:

- Choking hazards are checked and avoided
- We will not use whole jelly cubes for play. If we do use jelly to enhance our play, then all jelly will be prepared with water as per the instructions and then used.
- Small objects such as dried pasta and pulses will only be used for older children and under supervision
- All allergies and intolerances will be checked, and activities will be adapted to suit all children's needs, so no child is excluded.
- All activities including food will be included on the planning sheets showing all allergens, so all staff and parents are aware of the ingredients.
- Children's allergies will be visible to staff when placing out food play activities to ensure all needs are met
- Any cooking activities will be checked prior to start to ensure all children are able use all the ingredients based on their individual needs
- We will not use food in play unless it enhances the opportunities children are receiving from the activity. Many of the food will be reused in other activities, especially the dry materials.

Cooking Activities:
We follow a very robust system when delivering cooking activities at Nature. This is to prevent any cross contamination and to ensure children with allergies are being protected.

We follow the following procedure:
- staff are to inform management of cooking activities that have been planned and must provide a list of all ingredients for management to check
- management will send out a news feed to parents of the activity and list of ingredients
- staff member will always sit with children with allergies/preferences during the preparation and cooking activity
- finished products will be wrapped individually and clearly labelled with a list of ingredients and child's name

Free-from products will be used wherever possible. If this is not possible, if a child with an allergy is present, this will be planned for another day where they do not attend.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Parents and Carers as Partners Policy

EYFS: 1.16 2.1, 2.3, 2.6, 3.27, 3.48, 3.69, 3.74,

At Nature Barn Nursery we welcome all parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.

The key person system supports engagement with all parents, and we use strategies to ensure that all parents can contribute to their child's learning and development. We ask parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. These are completed by the parent using our online platform 'Tapestry'. We encourage parents to support and share information about their children's learning and development at home and the key person seeks to engage them in guiding their child's development at home too. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure nursery documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided, and our full policy documents will be available to parents at all times on the nursery website
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings and a parents' forum
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through our online platform.

- Operate a key person system to enable parents to establish a close, working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts and updates as they transition through the setting
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings are held at least twice a year. The nursery consults with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaint's procedure.
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Separated Family Policy

EYFS: 3.27, 3.71

At Nature Barn Nursery we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support the child's/children's emotional well-being and report any significant changes in behaviour to the parent. Parents are signposted to relevant services and organisation for support for the whole family, where required.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

Nursery registration

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the nursery.
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position
- We will seek legal advice in the case of any disputes regarding the care/collection and sharing of information, where required to ensure we meet all legal requirements.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask the nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Complaints and Compliments Policy

EYFS: 3.75, 3.76

At Nature Barn Nursery we strive to provide the highest quality of care and education for our children and families and believe that all parents are treated with care, courtesy and respect.

We always hope that parents are happy and satisfied with the quality and service provided and we encourage parents to voice their appreciation to the staff concerned and/or management. We record all compliments and share these with staff.

We welcome any suggestions from parents on how we can improve our services and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the nursery.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding Policy.

Internal complaints procedure

Stage 1
If any parent should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person or a senior member of staff/room leader. If this is not resolved, we ask them to discuss this verbally with the manager.

Stage 2
If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within 10 working days. The manager will document the complaint fully, the actions taken and the outcome in relation to it in the complaint's logbook.
(Most complaints are usually resolved informally at stage 1 or 2.)

Stage 3
If the matter is still not resolved, the nursery will hold a formal meeting between the manager, parent and a senior staff member to ensure that it is dealt with comprehensively. The nursery manager will make a record of the meeting and document any actions. All parties present at the meeting will review the accuracy of the record and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure.

Stage 4
If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time they have a concern, including at all stages of the complaint's procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. Its risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, outcomes of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

The record of complaints is made available to Ofsted on request.
We will follow this procedure for any other compliments and complaints received from visitors to the provider, where applicable.

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 1231

By post:
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents and/or carers of children attending on a regular basis.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Conflict Resolution with Parents and Aggressive Behaviour Policy

EYFS: 3.80

At Nature Barn Nursery we believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising (if applicable).

If as a parent, you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face to face confrontation.

Calls of an aggressive/abusive manner
The call taker receiving a call leading to abusive/aggressive will remain calm and professional and ask them to follow the complaints policy. If the abuse continues the call taker will end the call. Any abusive calls will be logged with an outline of the conversation.

Emails of an aggressive/abusive manner
The responder will ask the parents to come into the setting to speak in person, as per our complaints policy. If the emails persist the manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

Social Media
If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our complaint's procedure. If slanderous/abusive messages continue we will seek legal action against the complainant.

If any person inside the nursery starts to act in an aggressive manner at the nursery, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Remain calm and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour.
- If the aggressive behaviour continues or escalates we will contact the police in order to ensure the safety of our staff team, children and families
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken

- Any aggressive behaviour from a parent could result in the withdrawal of a place for the children. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff
- Management will provide support and reassurance to any staff member involved in such an incident
- Management will signpost parents to organisations/professionals that can offer support if applicable.

This policy will be followed in the event of any other visitors/member of the public displaying this type of behaviour either by phone, email, social media or in person.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Access and Storage of Information Policy

EYFS: 3.69 – 3.72

At Nature Barn we have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention.

Parents are welcome to view the policies and procedures of the nursery, which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager. The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these in line with the nursery's communications policy.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed in the entrance hall. All parent, child and staff information are stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

The nursery's records and documentation that are required to be kept and stored by current legislation are performed in accordance with minimum legal archiving requirements. We currently archive these records for at least 24 years to ensure we are covered for any child protection concerns.

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our Privacy Notice which can be found in the foyer.

If Parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

This policy will be reviewed annually and amended according to any change in law/legislation.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Admissions Policy

EYFS: 3.28 – 3.31, 3.55, 3.58

At Nature Barn Nursery we care for 43 children between the ages of **6 weeks** and 5 years.

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions we are mindful of staff: child ratios and the facilities available at the nursery.

The nursery uses the following admission criteria, which is applied in the following order of priority:

1. Children that are on our internal waiting list are provided with a space when it is available
2. Children that are on our external waiting list are provided with a space, when it is available

Some children that are further down the waiting list may be offered a space before a child higher on the waiting list. This may be because of the child's age, sessions required and availability.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability. We operate a waiting list and places are offered on an availability basis.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

Providers eligible to provide government funded places for early education

All settings registered to accept government funding (detailed in the code of practice) must offer free places for two and three- to five-year-olds for early learning sessions specified by the local authority. At Nature Barn Nursery we currently provide free funded places for children and is subject to availability. These places will be allocated on a first come, first served basis and can be booked a term in advance. Please note for admissions for the free nursery education we have a termly intake, beginning the term following your child's second/third birthday.

All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place, we will discuss your needs

and, as far as possible with availability and staffing arrangements, we will accommodate your wishes. We reserve the right to limit and/or have specific funded sessions, according to our business requirements.

We do not offer term-time only places, therefore there will always be fees for parents to pay. This is set out in the child registration form.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Arrivals and Departures Policy

EYFS: 3.7, 3.63

At Nature Barn Nursery we give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of children, parent/carers, visitors, employees, volunteers and students.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's key person where possible). The staff member receiving the child immediately records his/her arrival in the daily attendance register using the online platform. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. Photo identification and a password are also required where possible for the designated adult. Parents are informed about these arrangements and reminded about them regularly. Other than the parent/s or legal guardian of the child, we do not allow anyone under the age of 18 to collect. If anyone under the age of 18 arrives to collect child, the parent/carer will be contacted.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent in addition to what may already be shared via electronic systems, e.g. meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the late collection policy).

On departure, the staff member releasing the child must mark the child register immediately marked to show that the child has left the premises.

Parents/carers will be informed and reminded not to allow any other person onto the premises when dropping-off or collecting, this is to always ensure the safety.

In the unlikely event that someone gains unauthorised access to the premises and if it feels safe to do so, a member of staff will ask the person what the purpose of their visit is. If needed our lockdown procedure will be initiated by staff and the police will be called. (Refer to lockdown procedure). In any cases where someone has gained unauthorised access to the premises, we will revisit our arrivals and departures procedures and risk assessment.

Adults arriving under the influence of alcohol or drugs
Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors
For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g. in the visitors' book. Please refer to supervision of visitor's policy for further information.

Staff, Students and Volunteers
Staff, students and volunteers are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Late Collection and Non-Collection Policy

EYFS: 3.4, 3.7, 3.63

At Nature Barn Nursery we offer short day or long day sessions. Parents are able to collect their child from the nursery flexibly within this time period asking them to be no later than the session end time, for example if they attend the short session, we expect children to be collected no later than 3pm. We understand that some parents may arrive earlier to collect their child, this is acceptable. However, the full fees still remain in place for the allocated session times.

We give parents information about the procedures to follow if they expect to be late. These include:

- Calling the nursery as soon as possible to advise of their situation and expected time of arrival
- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after a reasonable amount of time and 10 minutes has been allowed for lateness, we initiate the following procedure:

- The nursery manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails, the manager will try the emergency contacts shown on the child's records.
- The manager/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team
- The nursery will inform Ofsted as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child
- The child's welfare and needs will be always met and to minimise distress staff will distract, comfort and reassure the child during the process.

- In order to provide this additional care a late fee of £10 for every 15 minutes, will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

Contact numbers:

Name	**Contact No**
Social Services Emergency Duty Team	0345 603 7627
Out of hours social care team	0345 606 1212
Ofsted	0300 123 1231

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Nursery Operational Plan Policy

EYFS: All

At Nature Barn Nursery we provide quality affordable childcare for the families in and around the local community. Quality childcare brings not only huge benefits for the children but also benefits for the whole community, enabling parents to start and/or return to work, combine employment with family life and enabling employers to retain and recruit employees from the local community.

We want parents to feel confident about the quality of care that is provided for their child for them to have no concerns for their child's health, welfare and early learning. We continuously reflect on the quality we provide and further develop our practice in line with policy, research, best practice and internal/external feedback. We ensure we update our business/action plan at least annually and combine this information.

We welcome parent's opinions and contributions to the quality improvement process and actively seek feedback through questionnaires, parents' evenings and informal discussion, which is recorded.

For our nursery to run effectively and efficiently serve local community needs, it is important that we have an operational plan that is implemented, reviewed and revised on a regular basis. This plan is a blueprint for managing the nursery. It describes how the nursery is run and what type of service is provided. It describes the nursery service, the structure of the nursery, who is responsible and guidance on practices and procedures.

The plan is used by the nursery manager, staff, parents and outside agencies as a reference tool for general day-to-day practice and a tool against which to assess the quality of the service provided. We review this policy on a regular basis**,** using reflective practice, and make and implement any necessary changes following a review.

Suggested contents to be kept in your operational plan

Main index

The Early Years Foundation Stage

- Learning and development requirements
- Assessment and Progress Check at age two
- Key Person approach
- Equal Opportunities and Inclusion.

Safeguarding and Child Protection

- Emergency Contacts
- Designated Person(s).

Leadership and Management

- Suitable People

- Organisation Structure
- Senior Management Contacts
- Nursery Organisation Structure Chart
- Staff Deployment
- Training Analysis/Chart
- Recruitment and selection procedures
- Checklist for New Starters.

Health and Medicines

- Names of the Staff who are Paediatric First Aid Trained
- Contingency Plans
- Accident and Medication Procedures.

Managing Behaviour

- Policy and Procedure.

Safety and Suitability of Premises, Environment and Equipment

- Emergency Evacuation Procedures
- Emergency Locations
- Policy and Procedure Documentation
- Health and Safety Documentation
- Daily Operations Statement
- Risk Assessments
- Outings.

Information and Records

- Registration Details for Child
- Occupancy and Daily Records
- Parent Pack
- Complaints and Compliments.

Business planning

- Mission and Vision Statement
- Inspection Report
- Important Information
- Nursery Plans
- Nursery Prospectus.

Contact numbers

Contact	Name	Telephone number
Fire and rescue	Essex Fire	999
Health visitor	Essex Child and Family Wellbeing Service	0300 247 0122

Health and safety representative	Bright HR and Bright Safe	0800 470 2432
Hospital	Colchester Hospital	01206 747474 999 for emergency 111 for non-emergency
Police	Essex Police	999 for emergency 101 non-emergency

Emergency locations

Water main stop tap	Sunflower room and kitchen
Fuse box	Hall way and Sunflower room

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

GDPR Privacy Notice

WHAT IS THE PURPOSE OF THIS DOCUMENT?

Nature Barn Nursery ("the Nursery" or "we") is committed to protecting the privacy and security of your personal information.

This privacy notice describes how the Nursery collects and uses personal information about employees of the Nursery ("Employees"), children attending the Nursery ("Child" or "Children") and the parents of the Children ("Parents") (known collectively as "You" or "Your"), in accordance with the General Data Protection Regulation (GDPR).

The Nursery Nature Barn Nursery is a "data controller". This means that we are responsible for deciding how we hold and use personal information about You. We are required under data protection legislation to notify You of the information contained in this privacy notice.

This notice applies to Employees, Children and Parents. This notice does not form part of any contract of employment or other contract to provide services. We may update this notice at any time but if we do so, we will provide You with an updated copy of this notice as soon as reasonably practical.

It is important that Employees, Children and Parents read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about You, so that You are aware of how and why we are using such information and what Your rights are under the data protection legislation.

DATA PROTECTION PRINCIPLES

We will comply with data protection law. This says that the personal information we hold about You must be:

1. Used lawfully, fairly and in a transparent way.

2. Collected only for valid purposes that we have clearly explained to You and not used in any way that is incompatible with those purposes.

3. Relevant to the purposes we have told You about and limited only to those purposes.

4. Accurate and kept up to date.

5. Kept only as long as necessary for the purposes we have told You about.

6. Kept securely.

THE KIND OF INFORMATION WE HOLD ABOUT YOU

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).

There are “special categories” of more sensitive personal data which require a higher level of protection, such as information about a person’s health or sexual orientation.

Employees:

We will collect, store, and use the following categories of personal information about Employees:

- Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses.
- Date of birth.
- Gender.
- Marital status and dependants.
- Next of kin and emergency contact information.
- National Insurance number.
- Bank account details, payroll records and tax status information.
- Salary, annual leave, pension and benefits information.
- Start date and, if different, the date of an Employee’s continuous employment.
- Location of employment or workplace.
- Copy of driving licence (where applicable).
- Recruitment information (including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process).
- Employment records (including job titles, work history, working hours, holidays, training records and professional memberships).
- Personnel files and training records including performance information, disciplinary and grievance information, and working time records.
- Information about your use of our information and communications systems.
- Records of any reportable death, injury, disease or dangerous occurrence.

We may also collect, store and use the following “special categories” of more sensitive personal information:

- Information about an Employee’s race or ethnicity.
- Information about an Employee’s health, including any medical condition, accident, health and sickness records, including:
    - where an Employee leaves employment and under any share plan operated by a group company the reason for leaving is determined to be ill-health, injury or disability, the records relating to that decision;
    - details of any absences (other than holidays) from work including time on statutory

parental leave and sick leave; and

- where an Employee leaves employment and the reason for leaving is related to their health, information about that condition needed for pensions and permanent health insurance purposes.

Children:

We will collect, store, and use the following categories of personal information about Children:

- Name
- Date of birth
- Home address
- Dietary requirements
- Attendance information
- Photographs and video clips of the Child to signpost Children to where their belongings are stored at the Nursery that they attend, and also for general display purposes
- Emergency contact should Parents be unavailable and the emergency contact's contact details
- Record book for each Child containing the work of the Child whilst at the Nursery, observations about the Child's development whilst at the Nursery from Employees of the Nursery, specific examples of the Child's progress, photographs demonstrating the Child's development whilst at the Nursery, and personal details of the Child (e.g. their date of birth) ("Progress Report")
- Records relating to individual Children e.g. care plans, common assessment frameworks, speech and language referral forms
- Accidents and pre-existing injuries forms
- Records of any reportable death, injury, disease or dangerous occurrence
- Observation, planning and assessment records of Children

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a Child's race or ethnicity, spoken language and nationality.
- Information about a Child's health, including any medical condition, health and sickness records.
- Information about a Child's accident or incident reports including reports of pre-existing injuries.
- Information about a Child's incident forms / child protection referral forms / child protection case details / reports.

Parents:

We will collect, store, and use the following categories of personal information about Parents:

- Name
- Home address
- Telephone numbers, and personal email addresses.
- National Insurance number.
- Bank account details.

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a Parent's race or ethnicity, spoken language and nationality.
- Conversations with Parents where Employees of the Nursery deem it relevant to the prevention of radicalisation or other aspects of the governments Prevent strategy.

HOW IS YOUR PERSONAL INFORMATION COLLECTED?

Employees:

We collect personal information about Employees through the application and recruitment process, either directly from candidates or sometimes from an employment agency or background check provider. We may sometimes collect additional information from third parties including former employers, credit reference agencies or other background check agencies.

We will collect additional personal information in the course of job-related activities throughout the period of when an Employee works for us.

Children and Parents:

We collect personal information about Children and Parents from when the initial enquiry is made by the Parents, through the enrolment process and until the Children stop using the Nursery's services.

HOW WE WILL USE INFORMATION ABOUT YOU

We will only use Your personal information when the law allows us to. Most commonly, we will use Your personal information in the following circumstances:

1. Where we need to perform the contract we have entered into with You.

2. Where we need to comply with a legal obligation.

3. Where it is necessary for our legitimate interests (or those of a third party) and Your interests and fundamental rights do not override those interests.

We may also use Your personal information in the following situations, which are likely to be rare:

1. Where we need to protect Your interests (or someone else's interests).

Situations in which we will use Employee personal information

We need all the categories of information in the list above (see Employee section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our contracts with Employees and to enable us to comply with legal obligations. The situations in which we will process Employee personal information are listed below.

- Making a decision about an Employee's recruitment or appointment.
- Checking an Employee is legally entitled to work in the UK. Paying an Employee and, if an Employee is an Employee or deemed Employee for tax purposes, deducting tax and National Insurance contributions (NICs).
- Providing any Employee benefits to Employees.
- Enrolling you in a pension arrangement in accordance with our statutory automatic enrolment duties.
- Liaising with the trustees or managers of a pension arrangement operated by a group company, your pension provider and any other provider of employee benefits.
- Administering the contract we have entered into with an Employee.
- Conducting performance and/or salary reviews, managing performance and determining performance requirements.
- Assessing qualifications for a particular job or task, including decisions about promotions.
- Gathering evidence for possible grievance or disciplinary hearings.
- Making decisions about an Employee's continued employment, engagement.
- Making arrangements for the termination of our working relationship.
- Education, training and development requirements.
- Dealing with legal disputes involving Employees, including accidents at work.
- Ascertaining an Employee's fitness to work.
- Managing sickness absence.
- Complying with health and safety obligations.
- To prevent fraud.
- To monitor your use of our information and communication systems to ensure compliance with our IT policies.
- To ensure network and information security, including preventing unauthorised access to our computer and electronic communications systems and preventing malicious software distribution.

- Equal opportunities monitoring.

Some of the above grounds for processing will overlap and there may be several grounds which justify our use of an Employee's personal information.

Situations in which the Nursery will use personal information of Children

We need all the categories of information in the list above (see Children section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our obligations (including our legal obligations to Children. The situations in which we will process personal information of Children are listed below.

- Upon consent from the Parents, Personal Data of Children will be shared with schools for progression into the next stage of their education.
- Personal information of Children will be shared with local authorities without the consent of Parents where there is a situation where child protection is necessary.
- The personal information of Children will be shared with local authorities without the consent of Parents for funding purposes.
- Ofsted will be allowed access to the Nursery's systems to review child protection records.
  - To ensure we meet the needs of the Children
  - To enable the appropriate funding to be received
  - Report on a Child's progress whilst with the Nursery
  - To check safeguarding records
  - To check complaint records
  - To check attendance patterns are recorded
  - When a Child's Progress Report is given to its Parent in order for that Parent to pass the same Progress Report to a school for application or enrolment purposes

Situations in which the Nursery will use personal information of Parents

We need all the categories of information in the list above (see Parents section within the Paragraph entitled 'The Kind of Information we Hold About You') primarily to allow us to perform our contracts with Parents and to enable us to comply with legal obligations. The situations in which we will process personal information of Parents are listed below.

- The personal information of Parents will be shared with local authorities without the consent of Parents for funding purposes.
- To report on a Child's attendance
- To be able to contact a Parent or a Child's emergency contact about their Child
- To ensure nursery fees are paid

If Employees and Parents fail to provide personal information

If Employees and Parents fail to provide certain information when requested, we may not be

able to perform the respective contracts we have entered into with Employees and Parents, or we may be prevented from complying with our respective legal obligations to Employees, Children and Parents.

Change of purpose

We will only use Your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use Your personal information for an unrelated purpose, we will notify the Employee, Child or Parent, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so.

Please note that we may process an Employee's, a Child's or a Parent's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

HOW WE USE PARTICULARLY SENSITIVE PERSONAL INFORMATION

"Special categories" of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in the following circumstances:

1. In limited circumstances, with Employee or Parent explicit written consent.

2. Where we need to carry out our legal obligations or exercise rights in connection with Employee employment.

3. Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an Employee, a Child or a Parents' interests (or someone else's interests) and the Employee, Child or Parent as is appropriate is not capable of giving consent, or where the Employee or Parent has already made the information public.

The Nursery's obligations as an employer

We will use particularly sensitive personal information of Employees in the following ways:

- We will use information relating to leaves of absence, which may include sickness absence or family related leaves, to comply with employment and other laws.
- We will use information about the physical or mental health of an Employee, or their disability status, to ensure Employee health and safety in the workplace and to assess the fitness of Employees to work, to provide appropriate workplace adjustments, to monitor and manage sickness absence and to administer benefits including statutory maternity pay, statutory sick pay, pensions and permanent health insurance.
- We will use information about an Employee's race or national or ethnic origin, religious,

philosophical or moral beliefs, or an Employee's sexual life or sexual orientation, to ensure meaningful equal opportunity monitoring and reporting.

Do we need Employee consent?

We do not need the consent of Employees if we use special categories of personal information in accordance with our written policy to carry out our legal obligations or exercise specific rights in the field of employment law. In limited circumstances, we may approach Employees for their written consent to allow us to process certain particularly sensitive data. If we do so, we will provide Employees with full details of the information that we would like and the reason we need it, so that Employees can carefully consider whether they wish to consent. Employees should be aware that it is not a condition of their contract with the nursery that they agree to any request for consent from us.

INFORMATION ABOUT CRIMINAL CONVICTIONS

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided we do so in line with our data protection policy.
Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of You (or someone else's interests) and You are not capable of giving your consent, or where an Employee or a Parent, as is relevant to the circumstances, has already made the information public.

We envisage that we will hold information about criminal convictions.

We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service ("DBS") checks. Where appropriate, we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of you working for us. We will use information about criminal convictions and offences in the following ways:

- To conduct a DBS check on each Employee, to record the date of the DBS check, the number of the DBS check and the name of the body conducting the DBS check.

We are allowed to use your personal information in this way to carry out our obligations. We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

AUTOMATED DECISION-MAKING

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:

1. Where we have notified Employees or Parents of the decision and given the Employee of the Parent as is appropriate 21 days to request a reconsideration.

2. Where it is necessary to perform the contract with an Employee or a Parent and appropriate measures are in place to safeguard the Employee's, the Child's or the Parent's rights as is appropriate.

3. In limited circumstances, with explicit written consent from the Employee or the Parent, as is appropriate, and where appropriate measures are in place to safeguard Employee or Parent rights.

If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from an Employee or a Parent as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard an Employee or a Parents rights as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on You based solely on automated decision-making, unless we have a lawful basis for doing so and we have notified the Employee or the Parent as is appropriate in the circumstances.

DATA SHARING

We may have to share Employee, Child or Parent data with third parties, including third-party service providers and other entities in the group.

We require third parties to respect the security of Your data and to treat it in accordance with the law.

Why might the Nursery share Employee, Child or Parent personal information with third parties?

We will share Your personal information with third parties where required by law, where it is necessary to administer the working relationship with You or where we have another legitimate interest in doing so.

Which third-party service providers process my personal information?

"Third parties" includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following third-party service providers process personal information about you for the following purposes:

- Local Authorities – for funding and monitoring reasons (e.g. equal opportunities and uptake of funded hours)
- Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- Schools – to provide a successful transition by ensuring information about the child's progress and current level of development and interests are shared

We will share personal data regarding your participation in any pension arrangement operated by a group company with the trustees or scheme managers of the arrangement in connection with the administration of the arrangements.

How secure is my information with third-party service providers and other entities in our group?

All our third-party service providers and other entities in the group are required to take appropriate security measures to protect Your personal information in line with our policies. We do not allow our third-party service providers to use Your personal data for their own purposes. We only permit them to process Your personal data for specified purposes and in accordance with our instructions.

When might you share my personal information with other entities in the group?

We will share your personal information with other entities in our group to ensure the safety of our children.
We may share information with our other settings to train new members of staff.

What about other third parties?

We may share your personal information with other third parties, for example in the context of the possible sale or restructuring of the business. In this situation we will, so far as possible, share anonymised data with the other parties before the transaction completes. Once the transaction is completed, we will share your personal data with the other parties if and to the extent required under the terms of the transaction.

We may also need to share your personal information with a regulator or to otherwise comply with the law.

DATA RETENTION

How long will you use my information for?

We will only retain your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our retention policy which is available from the manager. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of Your personal data, the purposes for which we process Your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

In some circumstances we may anonymise Your personal information so that it can no longer be associated with You, in which case we may use such information without further notice to You. Once you are no longer an Employee, or a Child benefiting from the Nursery's services

or a Parent, as is appropriate, we will retain and securely destroy your personal information in accordance with our data retention policy.

RIGHTS OF ACCESS, CORRECTION, ERASURE, AND RESTRICTION

Your duty to inform us of changes

It is important that the personal information we hold about You is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Your rights in connection with personal information

Under certain circumstances, by law You have the right to:

- **Request access** to Your personal information (commonly known as a "data subject access request"). This enables You to receive a copy of the personal information we hold about You and to check that we are lawfully processing it.
- **Request correction** of the personal information that we hold about You. This enables You to have any incomplete or inaccurate information we hold about You corrected.
- **Request erasure** of your personal information. This enables Employees or Parents to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove Your personal information where You have exercised Your right to object to processing (see below).
- **Object to processing** of Your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about Your particular situation which makes You want to object to processing on this ground. You also have the right to object where we are processing Your personal information for direct marketing purposes.
- **Request the restriction of processing** of Your personal information. This enables Employees or Parents, as is appropriate, to ask us to suspend the processing of personal information about You for example if You want us to establish its accuracy or the reason for processing it.
- **Request the transfer** of Your personal information to another party.

If You want to review, verify, correct or request erasure of Your personal information, object to the processing of Your personal data, or request that we transfer a copy of Your personal information to another party, please contact the manager in writing.

No fee usually required

You will not have to pay a fee to access Your personal information (or to exercise any of the other rights).

What we may need from You

We may need to request specific information from You to help us confirm your identity and ensure Your right to access the information (or to exercise any of Your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

RIGHT TO WITHDRAW CONSENT

In the limited circumstances where You may have provided Your consent to the collection, processing and transfer of Your personal information for a specific purpose, You have the right to withdraw Your consent for that specific processing at any time. To withdraw Your consent, please contact the manager. Once we have received notification that You have withdrawn Your consent, we will no longer process Your information for the purpose or purposes You originally agreed to, unless we have another legitimate basis for doing so in law.

CHANGES TO THIS PRIVACY NOTICE

We reserve the right to update this privacy notice at any time, and we will provide You with a new privacy notice when we make any substantial updates. We may also notify You in other ways from time to time about the processing of your personal information.

If you have any questions about this privacy notice, please contact [POSITION AND CONTACT DETAILS].

I,_____ (Employee/Parent), acknowledge that on _____ (date), I received a copy of the Nursery's privacy notice for Employees, Children and Parents and that I have read and understood it.

Signature

……

Name

……

This privacy statement was prepared by Stephensons Solicitors LLP, 1st Floor Sefton House, Northgate Close, Bolton, BL6 6PQ on behalf of NDNA.

Emergency Evacuation & Fire Safety Policy

The Nursery Manager has overall responsibility for the fire drill and evacuation procedures and senior staff assists in the implementations of such procedures. These are carried out and recorded for each group of children every month or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the nursery. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

Registration

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

No smoking policy

The nursery operates a strict no smoking policy, which acts as a preventative measure of the starting of a fire – please see this separate policy for details.

Fire drill procedure on discovering a fire:

- Calmly raise the alarm
- Immediately evacuate the building under guidance from the person in charge
- Using the nearest accessible exit, lead the children and visitors out and assemble at the rear of the car park.
- Close all doors behind you wherever possible
- Adults and children present on the first floor should evacuate the building via the closest designated fire exit – caution must be exercised when escorting the children down the stairs.
- Babies or children that are not able to walk unaided should be evacuated from the building through the fire exit located in the Baby Room. If any practitioners are on lunch break during a fire drill the staff are to go immediately to the baby room to help with the children that are sleeping. Any staff not working in ratio should also assist Little Buds room to ensure a swift and safe exit.
- Children or adults with mobility difficulties should be escorted from the building by the member of staff attending or caring for that individual/child. Additional support may be required, such as walking aids or another member of staff, depending on the person's condition
- DO NOT stop to collect personal belongings on evacuating the building
- DO NOT attempt to go back in and fight the fire
- DO NOT attempt to go back in if any children or adults are not accounted for.

If you are unable to evacuate safely:

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

The person in charge is to:

- Pick up the children's register, staff register, phone, keys, visitor book and fire bag (containing emergency contacts list, nappies and Wipes)
- Telephone emergency services: dial 999 and ask for the fire service
- In the fire assembly point area – (**Nature Barn Car Park**) - check the children against the register
- Account for all adults - staff and visitors
- Advise the fire services of anyone missing and possible locations and respond to any other questions they may have.

All practitioners within the room must take with them: (this should all be in your going out bag/Evacuation bag)

- Room register
- First Aid Box
- Any medication if needed
- Telephone

In the event of fire, our priority is to evacuate all children, parents and visitors out of the building as quickly as possible. Below are the procedures we will calmly adopt should the need arise.

Emergency Evacuation & Fire safety Procedures

Fire Risk Assessment

The Fire Precautions (Workplace) Regulations 1999 calls for all premises to carry out formal Risk Assessments with regard to fire safety in the workplace. A fire safety risk assessment (which is included in the overall daily risk assessment will be carried out every morning before the nursery opens by a senior member of staff).

Means of Escape at Takeley Site:

The main exit routes are shown on a map which is located on the notice board in both Reception rooms. Generally, they are via the fire exits located on either side of the building.

(Insert Map here)

Fire Warning System

As soon as anyone discovers a fire, or is aware of any threat, e.g. suspicious package, terrorist attack warning etc., the fire alarm should be activated by lifting the cover on one of the fire alarm points which are located adjacent to the main points of exit.

The audible alarm must be acted upon immediately by all staff. The premises are fitted with a fire alarm system which will activate in all rooms if set off. Fire drills will be carried out every month.

The Health & Safety Designated Officer, who is responsible for overall fire safety, will formally record the results of fire drills. In her absence the next person in charge (see Nature Barn Nursery Organisational Structure) will do this. Smoke alarms are fitted throughout the premises and the Health & Safety Designated Officer will test the smoke alarms weekly, recording the results.

Fire Fighting Equipment Fire extinguishers are installed at key locations around the building and are maintained in efficient operating condition. An attempt should only be made to tackle a fire after the building has been evacuated and only if it is safe to do so. No member of staff should place himself or herself in any danger. Operating instructions are printed on each extinguisher and should be read carefully before use.

Responsibilities

Each room supervisor will have a primary responsibility for ensuring that all children, from within the room they are working at the time, are evacuated at the time the alarm is raised. A "999" call will be made by the HSDO, or in her absence the next officer in charge. She will also be responsible for checking both the children's and adults' toilets to ensure that no-one is left behind.

The Nursery manager or next person in charge will be responsible for picking up the Visitor book and register (tablet) from reception and will assist in evacuating the babies from the baby room On their way from the office they will check the staff room and toilets preschool and toddler room.

Room Staff will take a "head count" once all the children from their rooms reach the assembly point and check that their register accounts for all the children, when the manager calls them out from the main register. The manager will be responsible for ensuring that all staff and visitors are accounted for. Any missing persons must be reported immediately to the manager.

All personnel must ensure that their workplace is maintained in a clean and tidy condition, free of combustible waste materials. All waste bins are to be emptied at the end of each working day.

Fire Safety Training

All personnel will receive relevant fire safety instructions during the induction period, including:

- Fire risk areas
- Fire avoidance measures
- Fire detection, alarm & evacuation drills
- Operating fire fighting equipment

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
May 2024	S.Montgomery	04/09/2024

Respiratory Illness Policy

Nature Barn Nursery recognises the importance of maintaining worker health and wellbeing and as such has measures in place to reduce the potential for transmission of respiratory illnesses within the workplace. Symptoms of respiratory illnesses can include:

- continuous cough
- high temperature, fever or chills
- loss of, or change in, your normal sense of taste or smell
- shortness of breath
- unexplained tiredness, lack of energy
- muscle aches or pains that aren't due to exercise
- not wanting to eat or not feeling hungry
- headache that's unusual or longer lasting than usual
- sore throat, stuffy or runny nose
- diarrhoea, feeling sick or being sick.

Measures to manage respiratory illness include:

- Increasing ventilation where required, including adjustment of fresh air ducted into its premises. This may be using the fan system on the air conditioning, having windows open and the back door to allow free-flow to the garden.
- Maintaining high standards of workplace hygiene.
- Providing suitable and sufficient hygiene facilities for workers.
- Providing additional hygiene resources, such as surface wipes and hand sanitisers where required.
- Encouraging and enabling vaccination of workers for respiratory illnesses, including Covid-19 and influenza.
- Considering any additional needs of employees who may be particularly vulnerable to respiratory illnesses and agreeing measures as appropriate in line with a risk assessment to protect their welfare.
- Considering social distancing and desk spacing where required.
- Face masks are available if staff want to wear these.
- PPE is available, including face masks, gloves and aprons.

In addition to these baseline measures, if workers present with symptoms of a respiratory infection, Nature Barn Nursery will take reasonably practicable steps to support the worker and enable them to follow the latest government guidelines regarding people with symptoms of a respiratory infection in line with the business' own sickness absence policies.
Nature Barn Nursery will continue to monitor the position and will make any necessary amendments to this policy in line with any changes in the law or published government guidelines

Workers:
If you present with symptoms of a respiratory illness:

- Remain at home if you are feeling unwell in accordance with the sickness policy.
- Inform your manager and call the nursery before your shift has started.
- If you are feeling well enough to attend work, you can attend work and follow the guidelines as set out above with regards to hygiene and cleaning procedures.

Please refer to the sickness policy and employee handbook for more information on absences.

Children:
If children are showing any displays of illness, please follow the sickness illness policy.
We also follow infection control policy.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/20242

Car Seat Policy

This is a generic policy and will not include specific instructions for each car seat. The user instructions for each car seat must be used, followed and adhered to at all times.

The Law

Only EU-approved child car seats can be used in the UK. These have a label showing a capital 'E' in a circle. You can choose a child car seat based on your child's height or weight:

Height-based car seats are known as 'i-Size' seats. They must be rear-facing until your child is over 15 months old. Your child can use a forward-facing car seat when they're over 15 months old.

Weight-based car seats must be rear-facing until your child weighs more than 9kg. After that, the seat your child can use (and the way they must be restrained in it) depends on their weight.

Child's weight	Car seat group	Car seat
0kg to 10kg	0	Lie-flat or 'lateral' baby carrier, rear-facing baby carrier, or rear-facing baby seat using a harness.
0kg to 13kg	0+	Rear-facing baby carrier, or rear-facing baby seat using a harness
9kg to 18kg	1	Rear- or forward-facing baby seat using a harness or safety shield
15kg to 25kg	2	Rear- or forward-facing child seat (high-backed booster seat or booster cushion) using a seat belt, harness or safety shield.
22kg to 36kg	3	Rear- or forward-facing child seat (high-backed booster seat or booster cushion) using a seat belt, harness or safety shield.

Fitting a child car seat:

You must only use a child car seat if your car's seat belt has a diagonal strap unless the car seat is either specifically designed for use with a lap seat belt or fitted using ISOFIX anchor points. You must also deactivate any front airbags before fitting a rear-facing baby seat in a front seat and not fitting a child car seat in side-facing seats.

The same rules apply to children with disabilities unless a doctor says they're exempt on medical grounds. They can use a disabled person's seat belt or child restraint designed for their needs.

Remember, as a general rule, winter coats and thick layers should not be worn underneath the harness of a car seat. A bulky coat under a child seat harness can result in the harness being too loose to be effective in a crash.
You should not be ablet to fit any more than 3 fingers in between the strap and the child's chest. If you can, this is too loose and the straps must be pulled tighter.

Before each trip, a senior member of staff must check all car seats are strapped in correctly. After strapping each child in, another member of staff must check all children are strapped in correctly.

After each trip, car seats must be re-strapped in, ready for the next journey, and checked they are in good condition.

Staff must be aware that some children may be able to get out of their car seats. If children can unstrap themselves, they must place themselves sitting next to those children to ensure their safety. Additional straps may be used to ensure they are fasted in for the duration of the journey.

It is important that we continue to speak with parents regarding children's height and weight and when they are ready for the next car seat. We encourage parents to try out car seats with the staff, to ensure their child has the correct seat. This will be documented, and updated as and when required.

In the unlikely circumstance that the minibus is involved in a crash, we will seek advice from our legal team and the insurance company regarding any replacements required for car seats.

This policy was created in accordance with UK government guidelines and our mini bus policy and procedures. We will update this policy as and when required to ensure we are following UK regulations.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
May 2024	S.Montgomery	04/09/2024

Funded Early Education Entitlement (FEEE) Policy

Funded Early Education Entitlement (FEEE) is the name given to the early education childcare parents may receive funded by the Government.

Nature Barn Nursery currently offers places for all current Government schemes in operation, some of which are based on selective criteria and normally income based and therefore not open to all parents. All eligible Children who have met the eligibility criteria are able to take up a funded place if their Parent wants one. Evidence shows that attending high quality early education has a lasting impact on social and behavioural outcomes. The entitlements make Childcare more affordable for Parents and enables Parents to work or increase their working hours if they wish to do so.

The availability and terms & conditions of each scheme is changeable by the Government and therefore the nursery will review its planned offer to parents on an annual basis.

The FEEE for three- and four-year-olds (FEEE3&4) is a universal funded provision for every child from the term following their third birthday up until they reach statutory school age, or they are registered in a maintained school or academy reception class. An additional 15 hours a week of FEEE is available for eligible working parents of three- and four-year-olds.

From April 2024 15 hours FEEE is available for eligible two-year-olds (FEEE2W) the term following their 2nd birthday of working parents and from September 2024 for eligible nine month-olds (FEEE1W) the term after they are 9 months of working parents.

However, only children that are eligible under certain criteria can access the FEEE for disadvantaged two-year-olds (FEEE2).

Eligibility for two-year-olds disadvantaged (FEEE2)

The FEEE for two-year-olds is not a universal offer, only Eligible Children may access this funding via an application process. Families can apply for funding online, or through Nature Barn Nursery, Family Hub, health visitor or social worker.

Two-year-olds are eligible for 15 hours of funded early years provision under economic and non-economic. For more information and eligibility criteria visit Help paying for childcare: Free education and childcare for 2-year-olds - GOV.UK (www.gov.uk)

A 2-year-old can receive funded early education and childcare if you live in England and get one of the following benefits:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Universal Credit
- Tax credits and you have an annual income of under £16,190 before tax
- The guaranteed element of State Pension Credit
- Support through part 6 of the Immigration and Asylum Act

- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child can also get funded early education and childcare if any of the following apply:

- They are looked after by a local council
- They have a current statement of special education needs (SEN) or an education, health and care (EHC) plan
- They get disability living allowance
- They have left care under a special guardianship order, child arrangements order or adoption order.

The Council has adopted an application form for the extended eligibility developed by the DfE for parents to complete along with support workers from Family Hubs or childcare settings. The application form will enable the Council to decide whether the child is eligible and approve an online FEEE2 application as this cannot currently be approved via the Eligibility Checking Service (ECS). Email 2yearold@essex.gov.uk for an application form.

To apply online the Parent/carer should go to Essex Education Portal - Logon and register. They then need to Log in and click on 'Funded Early Education for Two Year Olds' to complete an application. Once the application is submitted, eligibility will be checked and if eligible the applicant will be given a unique reference code and funding start date which they take to a Nature Barn Nursery to access the funded place. Parents can forward the email confirmation as proof of eligibility.

Once the Council have approved the FEEE2 online application the unique reference number will be generated, and the parent can take this to Nature Barn Nursery to access the funded place. An application code from the Council will always begin TYF881. If a Parent provides an application code which differs from this they may have applied for the funding from another LA, in which case the parent will need to reapply on the Essex Education Portal.

Nature Barn Nursery and Family Hubs can also apply on behalf of families via the Assisted Application option in the EYCC Provider Portal.

When completing a non-economic application relevant evidence must be submitted for the application to be approved. If evidence is not submitted a reminder will be sent after seven (7) and fourteen (14) days. If evidence is still not received after twenty-one (21) days the Council will make, contact by telephone where possible. Applications will be rejected after twenty-eight (28) days if appropriate evidence has not been received.

Whether the Family apply directly or via an Assisted Application, Nature Barn Nursery will need to submit a Placement Notification for every approved two-year-old funding application before offering a place.

When will they be eligible for FEEE2 funding?

Eligible Children may access a FEEE funded place in the term following their second birthday, see table below:

A child born in the period	Will become eligible for a funded place
1 April to 31 August	1 September following a child's second birthday
1 September to 31 December	1 January following a child's second birthday
1 January to 31 March	1 April following a child's second birthday

Eligibility for three-and four-year-old universal entitlement

All children are eligible from the term following their third birthday up until they reach statutory school age the term after their 5th birthday, or they are registered in a maintained school or academy nursery class, see table below:

A child born in the period	Will become eligible for a funded place
1 April to 31 August	1 September following a child's third birthday
1 September to 31 December	1 January following a child's third birthday
1 January to 31 March	1 April following a child's third birthday

Eligibility for the working parents entitlements:

Extended entitlement for 3- & 4-year-olds (EFE)

A child will be entitled to the extended 15 funded hours the term after the child turns three and the child's Parent has a current positive determination of eligibility from HMRC i.e., a valid 30 hours funded childcare 11-digit eligibility code starting with 50.

Working Parents entitlement for 2-year-olds (FEEE2W)

A child will be entitled to up to 15 funded hours from the term after the child turns two and the child's parent has a current positive determination of eligibility from HMRC i.e., a valid 11- digit eligibility code starting with 50.

Working Parents entitlement for 9-month-olds (FEEE1W)

From September 2024 a child will be entitled to up to 15 funded hours from the term after the child turns nine (9) months old and the child's Parent has a current positive determination of eligibility from HMRC i.e., a valid 11-digit eligibility code starting with 50.

Parents can find a straightforward explanation of all government Childcare support on the website-Childcare Choices.

Parents can check their eligibility using the online childcare calculator 'Check what help you could get with childcare costs - GOV.UK' and, if eligible, submit an online application. Once signed up, they will receive an eligibility code to take to Nature Barn Nursery. We will then check the code with the local authority. If eligible, parents can book and secure their childcare placement.

There is also information for parents on the Family Information Service (FIS) webpage on the main 'ECC website Essex County Council'.

Parents will need to have registered for the EFE, FEEE2W or FEEE1W and have their valid eligibility code before the start of the term to access their funding in that term as follows:

Cut-off Date	Term funding will be paid from
31 August	Autumn Term beginning on or after 1st September
31 December	Spring Term beginning on or after 1st January
31 March	Summer Term beginning on or after 1st April

If parents miss this deadline, they won't be able to claim their EFE, FEEE2W or FEEE1W until the next term as the funding cannot be backdated and may have to pay childcare fees if their child starts before this. Please note the Council is unable to override the start date of any applications made after the cut-off date for the term, unless the DfE give specific consent to local authorities in Exceptional Circumstances such as a pandemic. Email earlyyearsdata@essex.gov.uk for advice.

We advise Parents to apply for the relevant eligibility code within the term their child turns 3, 2 or 9 months old and not any earlier.

Grace Period-what happens if a parent loses eligibility?

• They will receive a "grace period" – this means they will be able to keep their Childcare for a short period with their existing Childcare Provider- Nature Barn Nursery
• Once the "grace period" has lapsed for EFE, the parent will still be entitled to the universal 15-hour entitlement for 3- & 4-year-olds.
• Once the "grace period" has lapsed for FEEE2W the Parent may be eligible for FEEE2 for disadvantaged families or will need to pay for Childcare until eligible again.
• Once the "grace period" has lapsed for FEEE1W, the Parent will not be entitled to any further funding until eligible again so will need to pay for Childcare.
• A child cannot access a new EFE, FEEE2W or FEEE1W place with a new provider whilst the Parent is in a grace period.

If a Parent falls into their grace period before the child has started an EFE, FEEE2 or FEE1W place, they will not be entitled to take up the place. The DfE will not fund any Working Parent entitlement hours in this instance.

Eligibility for the Working Parent entitlements is determined by the HMRC who have developed and maintain a system where Parents undertake their own eligibility check twice per term. The Parent is assigned a reference number/eligibility code, which is then validated by the local authority through the Provider Portal.

Nature Barn Nursery can validate the eligibility codes in the Working Parent Funded Childcare section of the EYCC Provider Portal. It is the Parents' responsibility to re-validate any claim when reminded by HMRC. Please ensure you're aware that the review and appeals process, in instances where they disagree with the eligibility outcome, is managed by HMRC and that the Council and Nursery are not able to override any decisions. Foster Parents, who are unhappy about decisions made by the local authority, should seek resolution through their social worker.

Extending the working parent entitlements to children in foster care

Children in foster care are also eligible for the working parent entitlements, providing the child has attained the relevant age and they meet the following additional criteria:

• That accessing the hours is consistent with the child's care plan, placing the child at the centre of the process and decision making.

• That, in single parent foster families, the foster parent engages in paid work outside of their role as a foster parent but does not need to meet the minimum income requirement.

• And in two parent foster families, both partners engage in paid work outside of their role as a foster parent but does not need to meet the minimum income requirement. If one partner is not a foster parent, then they must be in qualifying paid work and earn a minimum of the equivalent to 16 hours at national minimum/national living wage.

The process for foster carers claiming is different as they don't apply for their code through Childcare Choices, see the 6-step process set out below:

1. The child's social worker sends the Essex information pack, which includes an application form, to the foster carer.
2. The foster carer completes application form and sends back to the child's social worker.
3. The child's social worker endorses application by confirming that it is in best interest of the child and sends it to the local authority designated person at earlyyearsdata@essex.gov.uk.
4. Early Years Data generates a code on ECS and send it to the child's foster carer and social worker.
5. Foster Carer gives the code to Nature Barn Nursery who will validate the code and claim for the Working Family entitlement on the EYCC Provider Portal.
6. Early Years Data will use the ECS report to help identify which of the codes they issued for children in foster care are approaching reconfirmation. At least 4 weeks before the end-date, Early Years Data should initiate the reconfirmation process. Once they have received confirmation from the social worker that the foster parents are still eligible, they will update the child's ECS record.

School Deferral

Careful consideration should be given when discussing deferring a child's school place. Once a child reaches statutory school age i.e., the term after they turn 5, they cannot continue to attend Nature Barn Nursery childminder or receive FEEE funding. A school deferral form should be completed and submitted so that funding can be confirmed. Email FEEEQueries@essex.gov.uk for the School Deferral form link.

Please ensure if you are thinking of deferring your child's school place or you would like your child to attend during the 'settling in period' some schools have in September, you must make Nature Barn Nursery aware as soon as possible. Children are automatically unenrolled from 31st August when they are due to start school in the September. We cannot guarantee that a space will be available after this time but will do our best to accommodate your wishes.

Funded place for nine month-, two-, three- and four year-olds

Eligible children can take up their full FEEE at times that best support their learning and development, and at times which fit with the needs of the Parents to enable them to work or

increase their hours of work should they wish to do so. Eligible children should be able to access the maximum number of their FEEE funding hours.

Funding type	Entitlement offer
FEEE3&4 - Universal entitlement	up to 15 hours a week over 38 weeks of the year
FEEE3&4 - Extended entitlement EFE (for working families)	up to 15 hours a week in addition to the universal entitlement over 38 weeks of the year
FEEE2 (for eligible 2 year olds)	up to 15 hours a week over 38 weeks of the year
FEEE2W (for working families)	up to 15 hours a week over 38 weeks of the year
FEEE1W (for working families)	up to 15 hours a week over 38 weeks of the year commencing September 2024
Number of providers you can attend and claim funding	• for FEEE3&4, FEEE2W and FEEE1W, parents can use their funded entitlement over a maximum of two sites or providers in a single day • the FEEE for eligible two-year-olds (FEEE2) may be accessed at one provider only

The Parent/Carer Agreement Form

Nature Barn Nursery must complete the annual Parent/Carer Agreement Form (PAF) each term with all Parents/carers. The PAF can be scanned electronically or completed by hand and can be pre-populated with information, if it is made clear to the Parent that they should read and understand the pre-populated information prior to signing the form. If the PAF cannot be signed immediately on completion, due to Exceptional Circumstances such as a pandemic, then the form can be completed and sent by email to confirm details and the nursery must ensure this is signed as soon as is practically possible.

The Contract is retained by the nursery and must be made available to officers from the Council to view if requested. Parents must complete and sign the relevant section of the PAF each term for the following reasons:

- Completing and signing the form confirms the contractual agreement between the Nature Barn Nursery and the Parent for the duration of the term.
- The PAF records the number hours/weeks of FEEE for the duration of the term.
- It informs the Parent that if they decide to move their child after Headcount, they may be liable to pay full fees at the new provider
- For the FEEE3&4, FEE2W and FEEE1W it records whether Parents are accessing funding over one or two providers to prevent double claims being made.
- It informs Parents of how hours can be taken.
- It informs Parents that additional charges can be made.
- It informs Parents about the restrictions of increasing hours in a term.
- It informs Parents what happens if their child starts school.

Delivery and Additional Charges

You will be entitled to funding 38 weeks a year (school term time). These are currently offered between our hours of operation. As we do not offer term-time only spaces, full fees apply for 13 weeks of the year.

To cover the costs of snack, meals, sun cream, nappies, wipes and our extra curricula activities including outings, there is a consumables charge of £1.50 per funded hour. These fees are reviewed annually.

All parents are required to sign a parent registration form. By signing the registration form you will be agreeing to pay the consumable charge until further notice. The charge will be shown as consumable charge on the invoice.

Any hours booked in over your weekly entitlement will be charged at our hourly rate. For example, if you attend 20 hours per week but are eligible for 15 hours, you will be charged 5 hours per week at our hourly rate over 38 weeks of the year.

We offer limited fully funded places will be provided for vulnerable and disadvantaged families. Please speak to management to find out more information (this is for term-time only spaces that are fully funded).

Fees are calculated over a 51 week period and divided equally into 12 monthly payments. We are closed for bank holidays and between Christmas and New Year.

Each term, the amount of weeks we can claim for funding differs. Please see the table below.

Term	Inclusive term dates	Duration of FEEE	Equivalent in hours EFE = 3&4 extended funded entitlement
Summer 2024	15/04/2024 - 19/07/2024	13 weeks	13 weeks x 15 hours = 195 hours 13 weeks x 15 hours EFE = 195 hours
Autumn 2024	02/09/2024 - 13/12/24 or 09/09/2024 - 20/12/2024	14 weeks	14 weeks x 15 hours = 210 hours 14 weeks x 15 hours EFE = 210 hours
Spring 2025	06/01/2025 - 28/03/2025	11 weeks	11 weeks x 15 hours = 165 hours 11 weeks x 15 hours EFE = 165 hours

As we calculate fees over 12 months, if you decide to leave Nature Barn Nursery before or after the full year, your last invoice may be higher than usual. If this is the case, we will notify parents as soon as possible and create a payment plan to assist parents. Please note, Nature Barn Nursery requires 1 months' written notice of leaving the setting.

Registration fees

If you would like your child to attend Nature Barn Nursery, we require a registration fee of £100. You will receive a nursery top for your child. This will secure your place and is non-refundable.

For the limited places that are offered fully funded, this registration fee does not apply (including fully funded places for FEEE2, FEEE1W, FEEE2W, FEEE3&4). For children that are eligible for FEEE2 spaces, this is not charged.

For those that are paying for additional hours and the consumables charge, this fee does apply.

A deposit is not required at Nature Barn Nursery.

What if I need my child to attend an additional occasional session?

In the event you require an additional session for your child which does not form part of their contracted funded sessions you will still be able to book these sessions provided the nursery is able to accommodate your session request. These sessions are chargeable at the nursery's full fee rate, the nursery is unable to use any additional 'Universal Hours' not used.

Does my child need to take all the funded hours/sessions to start with?

You will need to confirm with the nursery when joining the scheme, the sessions you would like your child to attend, the nursery will then check and confirm their availability. Your child will be required to attend these sessions for the whole of the term. In the event you wish to extend, decrease or terminate your child's sessions with the nursery you will be required to give a month's notice.

Tax-Free Childcare

Parents are also able to apply for Tax Free Childcare through the digital childcare service. Working parents of children aged 12 years and under can use the Tax-Free Childcare. For every £8 a parent pays into their childcare account, the government will pay in an extra £2. Parents can get up to £2000 government support per child per year towards their childcare costs - that's up to £500 every 3 months. If they have a disabled child, they can receive up to £4000 per child – a total of £1000 every 3 months. They can then use this money to pay their childcare provider.

Nature Barn Nursery has signed up to Tax-Free Childcare and although parents cannot use both the Tax- Free Childcare and childcare voucher schemes, we can as a provider receive payments from both.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
September 2024	*S.Montgomery*	