

Rosie's  
**Little Blessings**

Telephone - 023 9258 0597

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1 Rowner Rd, Gosport PO13 9UA

Welcome to our Under 2's, Pre-school and  
before & after school Club

A great place to learn through play....

### Our mission statement

*Our aim is to provide excellent childcare for your children.*

*We really pride ourselves on getting to know your children well and understanding their needs, from their starting points when they first come in for their care-plan and their settling in sessions with the knowledge of the EYFS we are able to follow their developmental stages by recording this into their learning journals on Tapestry; accessible by parents and carers.*

*We will provide a secure, caring and stimulating environment where children are treated as individuals and feel respected, valued and confident and able to make their own choices and be independent.*

*We will promote good partnerships between parents/carers and the key-person and practitioners, respecting and valuing your view as the prime carer of your child, involving you in all discussions about your child.*

*Practitioners will communicate to parents the events of the day on a handover either verbally or via a home diary.*

*We will offer meetings in person or over the 'phone to discuss your child's progress so this gives you a chance to go through your child's record of development summary and an opportunity to exchange ideas with their key-worker.*

*There is a parent's comments box in the entrance where comments can be made anonymously if you wish to.*

*You are made aware of the complaints procedure in the welcome pack and what to do if you are unhappy about anything.*

*Working in partnership with parents and carers is absolutely key to the care and learning we give to your child.*

*Jess Parr Manager*

## Admissions Policy

### Statement of intent

It is our intention to make the setting as accessible to the children and families from all sections of the local community as possible. The setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability, whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.

We promote children's rights to be strong, resilient and listened to.

Our aim is to ensure that all sections of our local community have full access to the setting through open, fair and clearly communicated procedures. At Rosie's Little Blessings Nursery, we believe that the Early Years Foundation Stage (EYFS) provides a solid foundation for children to become lifelong learners. We are passionate that all children reach their full, unique potential alongside their peers. Our aim is to equip children with their own 'essential toolkit', so that whenever they leave us, they are ready for their next stage of education. We make our children feel safe and secure enabling a positive and confident attitude to learning. We see our nursery as an extension of your family and want to give children a welcoming, caring, nurturing environment in which to grow and learn. We see every child as an individual and underpin the fundamental British Values into all aspects of our play.

We understand that every child is an individual and we support children to make progress from their individual starting points. Our staff pride themselves on knowing their key children - their interests, their family and their community. They understand the ways in which they learn best and what your child needs to do to help them achieve their next stages of development. We build on their existing knowledge and interests and develop their experiences of the world around them. There is a strong emphasis on speech and language and want our children to learn in a vocabulary - rich environment. We understand the importance of developing early language in babyhood and acknowledge the benefits of this as children progress into adulthood. As a setting, we are committed to raising outcomes for every child and support the government's pledge to half the attainment gap in communication and reading that currently exists nationally at the end of the Reception Year.

We shape our educational programmes in the three prime areas of the EYFS:

- **Communication and language**

We give children opportunities to experience a rich language environment. We help develop their confidence and skills in expressing themselves and to speak and listen in a range of situations

- **Physical development**

Our practitioners provide our children with opportunities to be active and interactive, helping them to develop their co-ordination, control, and movement. Opportunities for practising gross and fine motor skills. We teach our children the importance of physical activity, and to make healthy choices in relation to food. Children are encouraged to take part in the 'daily mile' programme and our menu is designed to be balanced and nutritious, with a minimum of five servings of fruit and vegetables per day

- **Personal, social and emotional development**

We help children to develop a positive sense of themselves and others, through praise and rewards. We encourage them to form positive relationships and develop respect for others, whilst developing social skills and learning how to manage their feelings. We recognise the importance of their behaviours and attitudes, in regards to their peers and towards their learning. Working with our positive behaviour management strategies, we help children to understand appropriate behaviour in groups and to have confidence in their own abilities

We also support children in four specific areas, through which the three prime areas are strengthened and applied. These specific areas are:

- **Literacy**

We encourage our children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials including books, poems, and other written materials to ignite their interest

- **Mathematics**

Children are given opportunities to develop and improve their number skills. This includes counting, understanding and use of numbers, calculating simple addition and subtraction problems. We also include shapes, spaces and measure.

- **Understanding the world**

Children learn to make sense of the world and communities in which we live, and those beyond. This is achieved by giving them opportunities to explore, observe and find out about people, places, technology and the environment

- **Expressive arts and design**

Children are encouraged to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their

thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

All children have access to all 7 areas of the EYFS but for children aged 0-2 years, learning is centred around The Prime Areas and the characteristics of effective learning;

- We recognise that effective teaching learning is at the heart of the overall effectiveness and quality of education and that children learn through:
- **Playing and exploring** – children investigate and experience things and are willing to have a go.
- **Active learning** – children concentrate and keep on trying when they encounter difficulties and enjoy their achievements.
- **Creating and thinking critically** – children have and develop their own ideas, are able to make links between ideas and develop a range of strategies for doing things.

Our teaching approach across all areas of the curriculum is flexible; dependent upon the child's age and current stage of development. We largely follow a child centred approach, and follow the interest of the child. Staff plan according to the children interests and needs, to help them to build their learning over time. We have more recently incorporated an 'in the moment approach'. This aids us in 'tuning into' your child and maintaining learning momentum.

Throughout our setting, children can choose how and where they learn. We provide them with practical yet playful support. Staff create environments conducive to conversations and present them with challenges to extend their thinking. Children have the opportunity to learn through whole room activities, small circle time sessions and from one to one support. Our staff work closely with outside education and healthcare professionals if children need additional support to progress.

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our care. We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. We use resources to help foster a sense of independence and self-confidence. Our staff know when to observe, co-play and extend children's learning. There is a strong emphasis on parent partnerships and we offer ongoing support and advice. We work with parents, suggesting home learning opportunities and welcome parental and child input to build on their child's learning experiences.

We observe children through play and use these as accurate assessments of their progress through the EYFS and whether or not they are meeting their milestones. These provide us with information for future planning; we learn more about their interests and are able to set

individual children's next steps for progressive learning. They enable us, to track individual progress as well as progress within COHORTS of children. We also use these to help assess the quality of our provision and help identify areas for improvement.

### The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the 4 over-arching principles of the statutory framework for the early years foundation stage and we use "Development Matters" as a guide.

1. A unique child – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured
2. Positive relationships – children learn to be strong and independent through positive relationships
3. Enabling environments – children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
4. Learning and development – children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

### Children's Rights and entitlements

We promote children's rights to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which

includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background,

We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.

We promote children's rights to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers and other adults.

We work with parents to build their understanding of and commitment to the principles of safeguarding all our children.

### What it means to promote children's rights and entitlements to be "strong, resilient and listened to"

To be strong means to be,

Secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied upon.

Safe and valued as individuals in their families and in relationships beyond the family, such as nursery or school

Self-assured and form a positive sense of themselves—including all aspects of their identity and heritage

Included equally and belong in our setting and in community life.

Confident in their own abilities and proud of their achievements

Progressing optimally in all aspects of their development and learning

Part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world

Able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

Be sure of their self-worth and dignity

Be able to be assertive and state their needs effectively

Be able to overcome difficulties and problems

Be positive in their outlook on life

Be able to cope with challenge and change

Have a sense of justice towards themselves and others

Be able to represent themselves and others in key decision making processes

To be listened to means:

Adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas

Adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated

Adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate

Adult respects children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

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### The Role of the Key person and Settling-in

We believe that children settle best when they have a key person to relate to, who knows them and their parents well and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It

encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff.

We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families

The keyperson role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a keyperson. Those procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

### Procedures

Parents and child to come and visit us for a look round and a questions and answers time, where we explain the settling in process and hand out relevant forms and consents and e-mail across our policies for them to fill out, sign and hand back in. We allocate a key person before the child starts.

Invite the parent and child in for a care-plan session for 1 hour in which the child can go off and play whilst checking in with their parent. The keyperson will be asking questions about your routines with a view to working out a personal plan and your child's starting points and next steps we can work on together. We explain about our policies and procedures with particular focus on policies such as safeguarding and our responsibilities under the prevent duty.

We will then invite your child in for another 1 hour session with their key person but this will be without their parent to see how they feel. If they are unsettled we will give extra hour sessions to build up their bond with their keyperson before they start coming for their booked sessions, it very much is child-led and depends on how settled and secure your child feels, it may well be the case that the parent may need to come and do a few more sessions with their child to enable a smooth transition and settling.

When parents leave ask them to say goodbye to their child and when they will be coming back. We recognise that some children will settle more readily than others.

We do not believe that leaving a child to cry will help them settle any quicker we believe that a child's distress will prevent them from learning and gaining the best from the setting.

We will set the parents up onto tapestry so that they can see any picture activity uploads and wow moments on their account and parents can comment and upload activities that they do at home.

### The Progress check at 2

The keyperson carries out the progress check at between the age of 2 and 3, roughly 2 years 2 months - in accordance with the guidance The EYFS progress check at age two.

The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development

Within the progress check the keyperson will note areas where the child is progressing well and identify areas where progress is less than expected

The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parents for example referring the child to speech and language or portage.

The keyperson will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

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### Working in Partnership with Parents

All parents are welcome into the setting at any time.

Parents have access to their child's development records via Tapestry online and are frequently spoken to in respect of their care.

Information about nursery activities and events are regularly distributed via a Newsletter, or our facebook page or posters in the setting

Parents have consent to inspect all the policies, procedures, and fire record at any time.

A complaints procedure is in operation to ensure that any complaint is dealt with appropriately.

Parents may discuss any issue relating to their child at any time with their child's key-person or the manager, regarding any issue or concerns.

Parents may on occasions be asked to come into the setting to assist with simple activities, providing support to the children, or just simply coming in to have a play.

Parents will be asked to contribute towards the Two year assessment checks used to ascertain where a child is developmentally – support from professionals will be given (Health Visitors, paediatrics, portage and speech and language) and any extra support identified.

Parents are considered as members of our setting who have a right to participate. These include a right to be valued and respected, kept up to date with information, consulted, involved and included at all levels. Their approval will be needed for any referrals that are recommended

Working in partnership regarding the importance of attendance and punctuality and how this leads to better outcomes for their child's education and future,

Promoting healthy food and health choices, exercise, setting screen times and toothbrushing and oral health.

We promote children being kind and respectful to each other, adults, toys and resources and through a regular routine show our expectations of their behaviours.

We ask that you also speak to your children and uphold these golden rules;

- Be kind to everyone
- Gentle hands and feet
- No unkind words
- Sharing toys with our friends

- Walking feet indoors
- Listening ears while talking to our grownups and friends and their ideas.
- Tidy up after ourselves and look after our toys and belongings

**Children's development and learning**

We aim to ensure that your child is in a safe, stimulating and fun environment

Is given lots of care and attention, because of our ratio of qualified staff to children

Has the opportunity to initiate play and to join in with other children and adults to play, work and learn together

Is helped to take forward her/his learning and development by building on what she/he already knows and can do

Has a personal key person who makes sure each child makes great progress and is working towards their next steps that are formed by parent partnership and both us and you the parent working side by side

Is in a setting that sees parents as partners in helping each child to learn and develop and

Is in a setting in that listens to parents which helps to shape the service it offers

Giving Parents a list of monthly reading books and opportunity to take some activities home to do with their child. Teaching skills such as makaton to help aid communication. Having a curriculum to follow for the next step of their education

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**Health and Safety**

**Statement of Intent**

The nursery believes that the Health and Safety of children is of a very high importance and therefore we make it a healthy and safe place for the children to be as well as parents, staff and volunteers.

### Our health and safety aim

When dealing with the health and safety of the setting we aim to make children, parents and staff aware of the issues that may be involved. We also ensure that any visitors sign in when entering the nursery. This then helps to minimise any hazards and risks, this then enables the children to enjoy a healthy and safe environment.

Our Health and Safety Officer is **Jess Parr**

We also make sure that all staff have an awareness of **The 1989 Children Act**.

**The Health and Safety Act 1974**

**Public liability certificate is displayed in the foyer.**

### Risk Assessment

A risk assessment is carried out every day to help ensure the health and safety of the children as well as the staff, parents and any volunteers.

The risk assessment for the setting includes, checking for hazards and any risks indoors and outdoors. This then gives us a clear idea of which areas may need extra attention. It is also a good way to ensure that everything is completed and checked on a daily basis.

We also ensure that the kitchen is always tidy and everything is out of reach. When children are in the kitchen they **HAVE** to be supervised. The children are also kept away from hot surfaces if they are taking part in a cooking activity.

Fire safety equipment is checked regularly and entered in the fire log.

- Fire drills are done termly and/or when huge influxes of new children join the setting.
- Pat testing done yearly.
- Health and Safety annual assessments are done yearly.
- Accidents and incidents are reported and put on to relevant forms and signed by parents.

- Any possible life threatening incidents will be reported to parents immediately after relevant services have been informed.
- Critical Incident procedure will follow (using the flow chart).
- Outings – We will collect written parental permission for children to take part in outings. We will risk assess any hazards and minimise and manage any risks that maybe presented with consideration to adult/child ratios, staff being first aid trained and correct qualification of staff.
- Induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policies and procedures as they understand their shared responsibility for health and safety.
- The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- We keep records of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- We explain the health and safety issues to the parents of new children and that we risk assess daily and ongoing to make sure everywhere is as safe as we can make it.
- Health and safety is discussed regularly at our staff meetings.
- We operate a no smoking/vaping policy
- Windows above the ground floor are secured so that children cannot climb through them.
- We ensure any blind cords are cut so that they do not pose a strangulation risk for young children.
- We take precautions to prevent children's fingers aren't trapped in doors.
- Floor surfaces are kept clean and not uneven, any spillages are mopped up straight away
- Walkways and stairs are left uncluttered
- Stair gates are in place at the foot and the top of the stairs.
- We ensure that electrical/gas equipment conforms to safety requirements and is checked regularly
- Boiler and meter cupboard is not accessible to children
- Radiators are set low so as not to burn the children
- There are sufficient sockets to prevent overloading
- We will check hot water temperature is regulated to prevent scalds
- Resources are stored safely to prevent them from falling.

- Outdoor space is securely fenced, gates are child proof and safe
- Outside area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used on a daily basis.
- Adults are alerted to the dangers of poisonous plants, herbicides and pesticides
- We leave receptacles upturned to prevent rainwater, and empty out any pooled water before children play
- Outdoor sand is covered when not in use and cleaned regularly with Milton
- Check that children are suitably dressed for outside weather and that suncream is applied and hats are worn in the hot weather
- Supervising children on climbing apparatus to make sure they are being safe.
- We will seek information from the Public Health England to ensure we keep up to date with the latest recommendations
- Daily routines of hand washing encouraging children's personal hygiene
- Daily cleaning routine for the setting, which includes the playrooms, kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen
- We have a schedule for washing resources and equipment, dressing up clothes and furnishings.
- We will implement good hygiene practices by;
  - Cleaning tables between activities, cleaning and checking toilets regularly, wearing gloves as appropriate, providing clean clothes, tissues and wipes ensuring use of flannels, towels and toothbrushes.
- We will make sure the areas are age appropriate, equipment is regularly checked for any breakages which will be repaired or removed
- We will check sleeping children at intervals of every 10 minutes this is recorded on a sleep check chart. If children fall asleep in a bouncy chair they are moved to a safe place to sleep, which may be necessary to wake them upon moving. We use sleeping bags for babies and apply the feet to foot position in a cot.
- Safer sleeping guidelines are used see "safe sleeping leaflet NHS" and <https://www.nhs.uk/conditions/sudden-infant-death-syndrome-sids/>
- When we put children to sleep we go through this checklist and ask that you work with us to promote safer sleeping at home too,
- What to check when putting a child to bed
- Have you removed any dummy clips?

- *Have you removed jumper/hoodie?*
- *Have you placed the child in feet to foot position?*
- *Are the windows on the latch?*
- *Does the blanket have holes?*
- *Is it a correct temperature?*
- *Fan on (if necessary)*
- *Are the cots separated?*
- *Have you placed a clean cot sheet on? put it away in their designated drawer after?*
- *Under 1's in sleeping bags*
- *Have you placed the child's name on the fire evacuation?*
- *Have you started a sleep chart check? Is there a designated person? Is the timer set?*
- *Put the child on their back*
  
- *Control of substances hazardous to health, we will keep a record of all substances that could be a hazard, such as cleaning chemicals or garden chemicals and storing them safely, there is a risk assessment stating what to do if these chemicals are swallowed or have contact with the skin.*

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

## Fire evacuation procedure

Fire Drills are carried out once a term or when new there are new starters, a record of this is kept in the Fire drill book.

Fire exits are clear and accessible.

There are copies of our emergency evacuation procedure around the building.

Room Leaders carry copies of their registers with them at all times in case of an emergency.

Fire extinguishers are readily available and regularly serviced.

Fire Training is recorded at induction and once a year

All staff are handed a copy of the procedures

Fire Wardens are Jess Parr, Anais Kitchen

- The witness of the fire will sound the fire bell immediately.
- Everyone should stop what they are doing.
- Staff should gather children that are in their room.
- Room leader collects the register, checks everyone is present while staff pair up the children/put babies in the evacuation cot situated in foyer, and 2 sets of rings for children to hold located in 3 separate areas of the building.
- The fire warden calmly co-ordinates everyone out of the building via the safest exit and collects the phone.
- Unfamiliar persons to the building must listen to the warden

- Everyone gathers at assembly point (grass area to the left of the building as you exit) Registers are checked and if needed, the fire service will be contacted by the warden.

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## Intruder policy and procedure

### Forced Entry

In the event that an intruder should force entry into the building, it is important to gain help as quickly as possible. Never risk your own safety but try to alert other team members as quickly as possible by shouting for help. Have regard to the safety of any children present, and if possible evacuate them from the area. Do not panic, act in a calm manner so not to cause alarm or distress. Try to engage the children in carpet songs or activities in another room.

The situation will be managed by the most senior member of staff available and will begin by simply asking the intruder to leave the building. Upon refusal, suggest moving the intruder into a safe space such as the office to continue discussion. The agreed code word will be used to alert other staff to call the police.

This policy was adopted by \_\_\_\_\_

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### Accident and incidents

In the event of an accident or incident that occurs in the setting, we will inform you on collection of your child/ren and ask you to sign the appropriate record sheet.

In an event of an accident or incident that requires immediate hospital attention we will contact you immediately with all the relevant details and any other authorities such as OFSTED.

A critical incident procedure will be followed up and risk assessments reviewed.

We have qualified 'first aiders' in the setting at all times.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

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Role of signatory \_\_\_\_\_

### Critical incident policy and procedure

Despite effective caution, preparation and planning it is still possible that a critical incident may happen in or outside of the setting. In the event of this happening our staff are all fully aware of the procedures that are in place to ensure that children and staff are kept safe and protected in the event of a critical incident occurring and that all those affected are supported after the incident has occurred.

A critical incident is defined by a traumatic accident/incident that could result in bone breakage, choking, near death or death of a child or staff member.

In the event of a critical incident the Manager or Room Leader will take the lead situation and direct staff to carry out the following actions where appropriate as different level of action. All reports and informing agencies should be done as soon as possible and no later than 14 days.

- Contact emergency services
- Contact Childs family
- Manage and reassure other children
- Inform Ofsted
- Contact local SFYC for support and advice
- Inform Local social care – 03005551384
- Update the staff
- Complete incident report form including witness signatures
- Review procedures to learn anything from incident
- Consider counselling if necessary

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### Medication

All medication prescribed/un-prescribed must be in original packaging and must be in-date. Parents need to complete a medication form prior to the administering of medication – time must be given for this (at least 15 min). If the medication form is not completed then it would not be possible to administer medication without consent, unless Calpol needs to be given to prevent febrile convulsions whereupon we would call to get permission or refer to emergency medication in the registration forms.

We will ask parents on enrolment of their child to complete forms which will ask about their child's needs and any medication or health requirements.

Once the medication form has been completed the practitioner can then administer the medication at the stated times. Staff must sign each time medication is given. There must be a witness when medication is being administered. The witness also has to sign the medication form. On collection of the child the parent must sign the medication form to state they are happy with the medication given and the time it was given.

Calpol and Piriton can be administered by verbal communication but needs to be signed for on arrival; parents are to bring in their child's own Calpol and Piriton.

No Aspirin will be given unless prescribed by the G.P.

Health care plans are introduced to each individual child who has identified medical needs and followed up regularly.

Regular and appropriate training is given to all staff. Professionals are contacted when advice and support is needed

Training has been given and will continue to be given where technical knowledge is needed such as Epi pens, Asthma and Diabetes.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

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Role of signatory \_\_\_\_\_

### Sickness policy

This policy is given to all parents so that they are aware of our policy and procedures for ill or infectious children.

We cannot provide care for children who are unwell, have a temperature, sickness and diarrhoea or who have an infectious disease as we must take into consideration the health and safety of the other children and members of staff.

The nursery has a 48 hour rule for sickness and diarrhoea. This means that babies, children and staff cannot return to the nursery until 48 hours after their last bout of sickness and/or diarrhoea.

Young babies' nappies will be monitored by the Manager or Room leader. If they are displaying obvious sickness and diarrhoea they will be sent home. However, loose nappies will be monitored and after 3 loose nappies or depending on severity parents will be notified and asked to take their child home.

In the event of your child becoming ill at the nursery we will contact you and ask that you collect your child.

If the duty manager feels that a child is in a particular amount of pain the parent will be advised to seek medical advice and take the child home.

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### Exclusion policy

Rosie's Little Blessings have the right to exclude any family from the setting if they show any signs of aggression or abusive behaviour towards the staff.

Also if any disputes arise and no conclusion can be found we again have the right to exclude.

If at any time you feel that the decision is wrong you will be given the chance to appeal.

Meetings will be arranged with you the parent and the Management team of Rosie's. Any exclusion processes will be explained to you and a 4 week payable notice will be given.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

### Smoking, vaping, drinking and drugs

Smoking and vaping is forbidden in all areas of the nursery. The nursery is a no smoking/vaping area.

The nursery staff support this policy and will ensure that it is observed at all times. This will apply to all staff, parents/carers, visitors and contractors entering the nursery building.

Staff will not be permitted to work in the nursery under the influence of drink or drugs. A

random drug or alcohol test will be carried out on the staff if anyone is suspected of being under the influence in order to safeguard the children and the staff.

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Role of signatory \_\_\_\_\_

### Promoting healthy eating

As a child care facility we are committed to providing children with meals and drinks that are healthy, balanced and nutritious.

We also ask you to inform us of any special dietary requirements, food/drink allergies that your child may have. This will be recorded and acted on accordingly.

We refer to the British Society for Allergy and Clinical Immunology (BSACI) allergy action plan.

We ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods which is sometimes called complementary feeding or weaning. We refer to the NHS advice on food allergies: Food allergy - NHS ([www.nhs.uk](http://www.nhs.uk)) and treatment of anaphylaxis: Anaphylaxis - NHS ([www.nhs.uk](http://www.nhs.uk)).

We have ongoing discussions with parents and/or carers about the stages of weaning

The NHS has some advice to refer to: Weaning - Start for Life - NHS ([www.nhs.uk](http://www.nhs.uk)). We prepare food in a way to prevent choking and ask parents to work with us on this.

Fresh drinking water is accessible at all times throughout the day with water bottles provided by us, suitable drinking cups/bottles for Under 2's should be provided by you the parent. Milk is also provided daily by us. We really do not want to give out juice to children

and drinking water promotes good lifestyle choices along with getting prepared for school where water is only permitted. We will allow juice in certain circumstances such as a SEN need.

Food is prepared and handled by staff trained with a food hygiene qualification or the appropriate training. Food menus are changed accordingly for dietary needs on a daily basis.

Guidelines for healthy meal choices are here

[https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early\\_years\\_foundation\\_stage\\_nutrition\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf)

A variety of healthy snacks are provided at certain times of the days with fruit being available throughout the day.

Children are able to chop up their own fruit and salad daily using safety knives and a salad bowl is available for children to self-serve at lunchtime.

### **Packed-lunch Policy**

We ask you as the parent to provide your child with healthy choices within their lunchboxes. Every child bringing in a lunchbox will be encouraged to eat their healthier options first before any treats e.g. sandwich and fruit before crisps or cake bar which should be as low sugar and salt and fat as possible

No nuts, peanut butter or chocolate spread. No chocolate bars.

Along with guidelines for choking hazards, we ask you cut small fruit e.g. grapes or blueberries into four lengthways pieces, **NOT HORIZONTALLY**. See more on choking hazard guidelines below;

<b><u>Vegetables and fruits</u></b>	<b><u>Advice</u></b>
Pips or stones in fruit	Always check beforehand and remove hard pips or stones from fruit

Small fruits	Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces: cut lengthways and then again cut them in halves (quarters)
Large fruits and firm fruits	Cut large fruits like melon and firm fruits like apple into slices instead of small chunks. For very young children, consider grating or mashing firm fruits, or softening them up by steaming or simmering
Vegetables	Cut vegetables like carrots, cucumber and celery into narrow batons. For very young children consider grating or mashing firm vegetables and legumes like butter beans, chickpeas and tofu, or softening them up by steaming or simmering
Skin on fruit or vegetables	Consider removing the skin from fruit and vegetables, especially for very young children. Peeled fruit and vegetables can be swallowed more easily
Cooking fruit and vegetables	Consider softening firm fruit and vegetables (such as carrots, broccoli, yam and apples) by steaming or simmering until soft. Serve cut into slices or narrow batons
<b><u>Meat and fish</u></b>	<b><u>Advice</u></b>
Sausages and hotdogs	Cut sausages and hot dogs into short strips. Cut them in half and then lengthways or as thinly as possible. Peeling the skin off the sausages helps them to be swallowed more easily
Meat or fish	Remove bones from meat or fish. Cut meat into strips as thinly as possible. Remove skin and fat from meat and fish, it will help the food pass smoothly down the throat
<b><u>Cheese</u></b>	<b><u>Advice</u></b>
Grated or cut cheese	Grate or cut cheese into short strips. Cut lumps of cheese as narrow as possible
<b><u>Nuts and seeds</u></b>	<b><u>Advice</u></b>
Chop or flake whole nuts	Chop or flake whole nuts, peanuts and seeds. Whole nuts should not be given to children under five years old
<b><u>Bread</u></b>	<b><u>Advice</u></b>
White breads and other breads	White bread can form a ball shape with a dough-like texture at the back of a child's throat, if not chewed properly. Brown bread or toasted white bread are good alternatives. Cut bread, chapatis, naan bread and other breads into narrow strips
<b><u>Snacks and other foods</u></b>	<b><u>Advice</u></b>

Popcorn	Do not give babies and young children popcorn
Chewing gum and marshmallows	Do not give babies and young children chewing gum or marshmallows
Peanut butter	Do not give babies and young children peanut butter on its own, only use as a spread
Jelly cubes	Do not give babies and young children raw jelly cubes
Boiled sweets and ice cubes	Do not give babies and young children boiled, hard, gooey, sticky or cough sweets, or ice cubes
Raisins and other dried fruits	Do not give babies under the age of 1 whole raisins or dried fruits. Cut them into small pieces

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On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

**Head-lice**

From time to time children may contract head-lice. In the case that a parent has voiced their concern that their child has head-lice, a notice will be placed on the door to inform parents/carers to check their child's hair.

Parents are encouraged to tie children's long hair with a hair band in minimizing head-lice from being spread. Children are allowed to attend the setting with head-lice but if children show signs of having head-lice such as scratching, telling a member of staff that their head itches then a member of staff will ring the parent to inform them of this and they may need to further investigate the situation.

Children are allowed to attend the setting when they have head-lice treatment on their hair.

Please be considerate to other children and treat and comb your child's hair, it is unfair to let this go as it can soon spiral out of control and cost other parents money on treatment but also time and worry.

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On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

## Safeguarding and child protection

### Statement of intent

The health, safety and welfare of all our children are of vital importance to all the adults who work in our nursery. Our children have the right to protection, regardless of age, gender, race, culture, background or disability. They have a right to be safe in our Nursery. Child protection is an essential part of safeguarding and refers specifically to the activity undertaken to protect and identify individual children who are suffering, or likely to suffer, significant harm.

We aim to create a "culture of vigilance" and an environment where children feel secure, are encouraged to talk, and are listened to. All staff are aware that safeguarding is everyone's responsibility.

## **DESIGNATED SAFEGUARDING LEADS (DSL'S)**

*Our Safeguarding Leadership team includes:*

*Lead DSLs: Jess Parr,*

*Deputy DSL'S: Vicky Morey (provider). Anais Kitchen (Deputy Manager), Nicole Parrott, Lisa Hill (Duty Managers deputised)*

*All DSLs are trained to Level 3 and receive refresher training every two years. They also undertake additional annual safeguarding updates*

*We aim to put this policy in place by:*

*Providing a safe environment for children to learn in.*

*Establishing what actions the nursery can take to ensure that children remain safe, at home as well as at nursery.*

*:*

*Raising the awareness of all staff to these issues, and to define their roles and responsibilities in reporting possible cases of abuse.*

*Ensuring effective communication between all staff on child protection issues.*

*Setting the correct procedures for those who encounter any issue of safeguarding.*

### **The legal framework for this policy is:**

*Primary legislation*

[EYFS statutory framework for group and school-based providers.](#)

*This policy is based on the following legislation and statutory guidance:*

- *Children Act 1989 & 2004 s47 and s17 every child matters*
- *The Protection of Children Act 1999 revised 2025*
- *Working Together to Safeguard Children (2023)*
- *Keeping Children Safe in Education (2024)*
- *The Prevent Duty (2015)*
- *Female Genital Mutilation Act (2003) and Serious Crime Act (2015)*
- *Data Protection Act (2018) & UK GDPR*
- *Safeguarding Vulnerable Groups Act (2006)*
- *Education Act 2002*
- *Counter Terrorism and Security Act (2015)*
- *Voyeurism (Offences) Act 2019*
- *Children and Social Work Act 2017*
- *Multi-agency statutory guidance on FGM*
- *Local Safeguarding Partnership Procedures*
- *Childcare Act 2006*

### **The Guidance for this policy is**

*What to Do if You are Worried a Child is Being Abused (2004) revised 2015*

The Framework for the Assessment of children in Need and Their Families (2000)  
(The Common Assessment Framework) The Hampshire approach 2005

### **Secondary Legislation for this policy**

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Human Rights Act (1999)

Race Relations (Amendment) Act (2000)

Race Relations (Amendment) Act (1976) Regulations

Childcare disqualification regulations 2018

Rehabilitation of Offenders Act 1974

We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the nursery and childrens services to work well together.

### **DEFINITIONS OF ABUSE**

*Abuse is a form of maltreatment. It can be inflicted by an adult or another child. Abuse may be:*

- Physical – causing physical harm.*
- Emotional – persistent emotional maltreatment.*
- Sexual – forcing or enticing a child to take part in sexual activities.*
- Neglect – persistent failure to meet a child's basic needs.*

*All staff are trained to recognise indicators of abuse and understand that children may not always disclose abuse directly.*

### **SAFEGUARDING PRINCIPLES AND AIMS**

*We are committed to:*

- Creating an open, listening culture.*
- Ensuring all staff are vigilant and responsive.*
- Supporting children's development in ways that foster security, confidence, and independence.*
- Providing a safe environment free from discrimination or bullying.*
- Ensuring safer recruitment procedures.*
- Ensuring all concerns are acted upon swiftly and appropriately.*
- Working in partnership with parents/carers and external agencies.*

#### **Reporting**

We will inform Ofsted of any allegations or serious harm or abuse whether the allegations are committed on the premises or elsewhere and Lado if there is an allegation against a staff member.

We will Notify Ofsted of the action taken in respect of the allegation

Notifications to Children's services must be made within 1 day

Notifications must be made to Ofsted within 14 days of the allegation.

We may make notifications just to Children's services if we feel the child is at harm outside of the nursery within 1 day

Serious accidents within the nursery will be notified to Ofsted within 14 days

[Contact Children's Services | Children and Families | Hampshire County Council](#)

## ***SPECIFIC SAFEGUARDING ISSUES***

### ***FEMALE GENITAL MUTILATION (FGM)***

Staff are aware it is a legal duty to report FGM in under 18s where it is known or suspected. This includes:

- ☐☐ Families planning travel to FGM-practising countries.
- ☐☐ Girls disclosing they will undergo a "procedure".
- ☐☐ Signs such as difficulty sitting, urinary issues, or emotional distress.  
Immediate referrals are made to MASH and police.

### ***CHILD SEXUAL EXPLOITATION (CSE)***

CSE is a form of abuse involving manipulation and/or coercion for sexual purposes, often in exchange for goods, status, or affection. Key indicators include:

- ☐☐ Inappropriate sexual behaviour.
- ☐☐ Withdrawn or secretive behaviour.
- ☐☐ Gifts from unknown adults.
- ☐☐ Sudden changes in friendships or mood.

### ***CHILD CRIMINAL EXPLOITATION & COUNTY LINES***

We recognise signs of grooming into drug-related gangs (County Lines), including:

- ☐☐ Sudden unexplained absences.
- ☐☐ Possession of expensive items.
- ☐☐ Aggressive or fearful behaviour.
- ☐☐ Multiple mobile phones.

### ***PREVENT DUTY & RADICALISATION***

We are alert to signs of radicalisation and extremism. Indicators include:

- ☐☐ Isolation from peers.
- ☐☐ Expression of extremist views.
- ☐☐ Fixation on ideology or hatred.

*Referrals to the Channel Panel may be made as part of Prevent duties.*

### ***DOMESTIC ABUSE & OPERATION ENCOMPASS***

*We participate in Operation Encompass, which notifies the DSL of police-attended domestic abuse incidents. This enables us to provide immediate support and monitor the child's well-being.*

### ***HONOUR-BASED ABUSE, FORCED MARRIAGE, AND HBV***

*We recognise that HBV, including forced marriage, is a safeguarding issue and not a cultural norm. Staff are trained to identify risk indicators, such as:*

- Sudden family travel plans.*
  - Expressions of fear about marriage or cultural punishment.*
- All concerns are treated as child abuse and referred accordingly*

### ***FABRICATED OR INDUCED ILLNESS (FII)***

*FII involves a parent or carer deliberately exaggerating or inducing illness in a child. Staff are trained to:*

- Recognise patterns of frequent medical visits.*
- Monitor unexplained symptoms not observed by professionals.*
- Record inconsistencies between reported and observed behaviour.*

### ***CHILDREN MISSING EDUCATION (CME)***

*Children missing from nursery without a valid reason are flagged for possible safeguarding concerns and notification to children's services, especially where patterns of absence develop. DSLs will:*

- Contact parents promptly.*
- Notify the Local Authority where appropriate (e.g., where EY funding is involved).*
- Record absences in line with our Child Absence Policy.*

### ***PEER-ON-PEER ABUSE, UPSKIRTING, AND SEXUAL VIOLENCE***

*We are alert to all forms of peer-on-peer abuse, including:*

- Bullying (including online).*
- Sexual harassment or violence.*
- Upskirting (a criminal offence under the Voyeurism Act 2019).*

*All disclosures are taken seriously and recorded appropriately. Support for both victims and perpetrators is offered in line with government guidance*

### ***LOOKED-AFTER CHILDREN (LAC)***

*We ensure LAC receive targeted support and positive interactions to promote emotional stability and resilience. The DSL liaises with the Virtual School Head and social workers as needed, and Personal Education Plans (PEPs) are maintained.*

## **ONLINE SAFETY**

*Children are increasingly vulnerable to online risks. We implement robust policies on:*

- Use of mobile phones.*
- Supervised use of technology.*
- Filtering and monitoring.*
- Educating staff and children about online safety.*

## **CONFIDENTIALITY AND INFORMATION SHARING**

*We are bound by the Data Protection Act 2018 and the UK GDPR. However, where a child's welfare is at risk, safeguarding concerns override data protection regulations. Information is shared securely, on a need-to-know basis, with relevant agencies.*

## **POLICY REVIEW**

*This policy is reviewed annually or sooner if there are significant changes in legislation, guidance, or circumstances. Staff are consulted and trained on any updates.*

### Suitable People

## **SAFER RECRUITMENT**

*We follow Safer Recruitment in Education principles to ensure all staff, students and volunteers:*

- Provide two verified references Staff have 2 checked suitable references before being offered a position within the setting. The setting will communicate with past employers and check any gaps in employment*

**References** The setting will:

- Not accept open references e.g. to whom it may concern.*
- Not rely on applicants to obtain their reference.*
- Ensure any references are from the applicant's current employer, training provider or education setting and have been completed by a senior person with appropriate authority. Not accept references from a family member.*
- Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed.*
- Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting.*

- Ensure electronic references originate from a legitimate source.
- Contact referees to clarify content where information is vague or insufficient information is provided.
- Compare the information on the application form with that in the reference and take up any discrepancies with the applicant.
- Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.
- References should be provided for previous employees upon request in a timely manner. When asked to provide references, we will ensure the information confirms whether we are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold. They will not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.
- Making barring referrals to the DBS and section 35(4) Safeguarding Vulnerable Groups Act 2006
- Have enhanced DBS checks and the date of this is recorded at the setting, making sure there is no information on the DBS that would render an individual not suitable to work with children
- Staff waiting for their DBS will not be left unsupervised with children and would not be allowed to do any personal care until DBS is checked and acceptable.
- Suitable persons such as the provider are interviewed and checked by Ofsted..
- Where possible staff will be on the update service
  - Staff on the update service will have their DBS checked for information. If the update service shows a change of information a new enhanced DBS must be applied for and checked.
- Staff must give permission for the setting to access their DBS update information, if access is denied then a new DBS will be applied for and the staff member will not be left unsupervised
- .
- Staff complete a disclosure form about their own information including convictions and criminal activity, warnings or reprimands, court orders or cautions that may affect their suitability to work with children.
- An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad
- Staff complete a disclosure form which informs us of the persons they are living with and any information about any convictions or criminal activities that may affect them working at the setting. If it becomes necessary Ofsted will be informed of any information or changes.

- Staff must inform the nursery of any changes to their situation immediately on a disclosure form and questions on any disclosures will be checked at each supervision, which is every 8 weeks to maintain ongoing suitability along with the DBS update being checked monthly.
- see: [www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants](http://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants)
- Undergo robust interview procedures.
- Complete safeguarding induction before unsupervised contact with children.

[EYFS statutory framework for group and school-based providers.](#)

## **TRAINING & INDUCTION**

- All staff receive Level 1 safeguarding training on induction. They have regular training in safeguarding via Early years learning courses on entry, along with in house training, training on induction, staff meetings and regular questions on appraisals and further training in response to any situation that may arise.
- Annual safeguarding refreshers are mandatory.
- Training covers: FGM, Prevent Duty, CSE, peer-on-peer abuse, online safety, and the signs of abuse.
- DSLs receive Advanced safeguarding training and updates in line with LSP recommendations. Designated safeguarding leads have Advanced training every 2 years and refreshers with meetings hosted by Services for Young children and updates on the HSCP website.
- We search for training opportunities for all adults involved in the nursery to ensure that they are able to recognise the signs and symptoms of any possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the nursery.

## **MANAGING CONCERNS AND DISCLOSURES**

*All safeguarding concerns must be:*

- Reported immediately to a DSL.
- Recorded factually using our safeguarding concern forms.
- Kept confidential and stored securely.
- Acted on in line with local safeguarding procedures.

*Recording must include:*

- The child's name.
- The child's address.

- The age of the child.
- The date and time and location of the observation or the disclosure.
- An objective record of the observation or disclosure.
- The exact words spoken by the child as far as possible.
- The name of the person to whom the concern was reported, with date and time.
- The names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file.
- All members of staff know the procedures for recording and reporting.
- Filling in a 'record of concern' form and immediately informing the DSL on duty.
- Observations of behaviour/injuries.
- Actions taken and by whom.
- Conversations with parents/carers (unless this places the child at further risk).

### Disclosures

Where a child makes a disclosure to a member of staff, that member of staff:

- Offers reassurance to the child.
- Listens to the child.
- Gives reassurance that she or he will take action.
- The member of staff does not question the child.

### 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 HSCP does not allow this. This will usually be the case where the parent is the likely abuser. In these cases the investigating officers such as the police or children's services will inform parents.

### Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the HSCP

### Support to families

The nursery believes in building trusting and supportive relationships with families, staff and volunteers in the group.

The nursery makes it clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's services department.

The nursery continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

We follow the Child Protection Plan as set by the children's services department in relation to the nursery's designated role and tasks in supporting the child and the family, subsequent to any investigation.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of the HSCP

We update the files accordingly and review and check on cases with the social workers as to any updates or changes in the child's situation or any further situations or disclosures.

### ***EARLY HELP & MULTI-AGENCY WORKING***

*Where appropriate, we will work with families under the Early Help Framework, seeking to support before issues escalate. Where significant concerns exist, referrals will be made to Children's Social Care or MASH (Multi-Agency Safeguarding Hub).*

*We understand our responsibility to contribute to Child Protection Conferences, Child in Need Plans, and Early Help Assessments.*

### **Responding to suspicions of abuse**

We acknowledge that abuse of children can take different forms, physical, emotional, and sexual as well as neglect.

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

Significant changes in children's behaviour, A decline in children's general well-being, Unexplained bruising, marks or signs of possible abuse or neglect, Concerning comments or behaviour from children, Inappropriate behaviour from practitioners, or any other person working with the children. This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images, Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) female genital mutilation.

Where such evidence is apparent, the practitioner makes a dated record of the details of the concern and discusses what to do with the settings Designated Safeguarding Lead. The information is recorded on the appropriate form ( a record of concern) which is logged and stored in the Child Protection folder.

The DSL will decide whether to take it further in the form of a notification to children's services MASH (multi-agency safeguarding hub) using an IARF (inter-agency referral

form) or in immediate danger directly to the police. In which case the authorities will give advice on what to do next and they will contact parents/carers. If there is suspicion of abuse from the home environment parents/carers will not be called until safe to do so.

Generally, the DSL will inform the parents prior to making a referral. However, there are situations where this may not be possible or appropriate, particularly when informing parents, may place the child at further risk

Staff in the nursery take care not to influence the outcome either through the way they speak to the children or by asking questions to the children.

If a staff member feels the DSL hasn't escalated this properly the staff member can do an IARF themselves.

- [Microsoft Word - HIPS LSCP Infant Bruising and Injury Protocol updated Feb 2023](#)  
- [Hampshire & IOW Thresholds Chart](#)

- [www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf](http://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf)

### Support

Concerns about a child

If you have any concerns because you think that a child might be being abused and you want to talk to someone or ask someone to find out what is going on, you should contact Children's Services:

- ☐☐ phone [0300 555 1384](tel:03005551384) during office hours 8:30am to 5pm Monday to Thursday, 8:30am to 4:30pm on Friday
- ☐☐ phone [0300 555 1373](tel:03005551373) at all other times to contact the Out of Hours service

Inter-Agency Referral Form (IARF) this is for staff in the nursery to fill out

-Children's services (professionals only) for advice and support - 01329 225379

HSCP [Homepage - Hampshire SCP](#) Hampshire safeguarding children partnership.

-Services for young children pack website - [www.hants.gov.uk/childcare](http://www.hants.gov.uk/childcare)

[f&g.earlyhelp@hants.gov.uk](mailto:f&g.earlyhelp@hants.gov.uk)

[Contact Children's Services | Children and Families | Hampshire County Council](#) this is for parents to fill out

### Security

Systems are in place for the safe arrival and departure of children using a register and recording these times by a staff member, as are the arrival times and departure times for staff.

We have a signing in book for Visitors so we know exactly who is in the building at all times. Visitors will never be unsupervised and will be escorted around with a staff member. Any person without a verified DBS will not be left unsupervised.

There is a magnetised door which enables the staff to select when they open the door to parents/carers. We will not open the door unless we know the person who is collecting the child or if pre-warned by a parent or carer that someone else is collecting that they know the password before we let them go which has been agreed in the registration forms. If the password is incorrect or we haven't been told about someone different picking up then we will not let your child go unless we have received your authority to do so.

We will check the identity of anyone not known before they enter the premises such as a teacher or an inspector.

Garden gates will be locked at all times

We will maintain the correct ratio of staff to children throughout the day

### **Mobile Phones, cameras and other electronic devices with sharing and imaging capabilities**

Mobile phones are not to be used by staff unless they have prior permission.

Mobiles are to be stored in the bottom drawer of the filing cabinet situated in the office.

Mobile camera phones are not to be used for taking photos of the children in any circumstance.

Visitors need to turn off their phones on entering the building. If visitors have prior permission to use their mobile phone they have to make sure it is used in an area where children are not present.

### **CCTV cameras**

To ensure the security of our building and the safety of our children and staff we will be using CCTV cameras within our settings, they are situated in the babies soft play room, main preschool room, sleep room and the corridor area looking into babies and preschools messy play rooms, none of these cameras will be in any areas which the children are expected to have privacy like the nappy or toilet areas.

Only management will have access to the footage and will only be accessed, when necessary, the footage will be kept for 30 days unless necessary. It will comply with all relevant data protection regulations.

Consent forms will be included in registration forms.

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>  
[Keeping children safe online | NSPCC](#)

### **Cameras**

Parental consent for pictures to be taken is written and signed for and kept in the nursery with the child's documents

Pictures of the children are only to be taken with the nursery cameras provided. These are then downloaded onto the office computer and filed for future use for the children's individual learning journal.

### Allegations against staff

We ensure that all parents know how to complain about staff or volunteer action within the nursery, which may include an allegation of abuse.

We follow the guidance of the *Hampshire Safeguarding Children Partnership (HSCP)* when responding to any complaint that a member of staff or volunteer has abused a child.

We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.

- We refer any such complaint immediately to the Local Authority's Designated Officer (LADO) to investigate

. The Designated Safeguarding Lead will investigate with support from LADO and notified of any outcome which would also be reported to Ofsted

[Hampshire LADO Enquiry Form](#) notification form to be filled out online

We co-operate entirely with any investigation carried out by children's services in conjunction with the police.

Our policy is to suspend the member of staff on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

### Disciplinary action

Where a member of staff or a volunteer is dismissed from the setting or internally disciplined because of misconduct relating to a child, we notify the Department of Health administrators so that the name may be included on the List for the Protection of Children and Vulnerable Adults. And disclose it to DBS for them to check and decide what will appear on the DBS.

We are required to make a referral to the Disclosure and Barring Service if a member of staff is dismissed (or would have been, had they not left the setting first) because they have harmed a child or put a child at risk of harm.

### Looked after children

Designated officer – Jess Parr

## Child Absences

Absences will be monitored, children will be called 1 hour after their start time if not previously communicated, parents asked to inform us everyday their child is absent and the reason for it.

As part of safeguarding we will report this to children's services if there is an ongoing issue with attendance.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

## Positive handling and physical intervention

All staff at Rosie's aim to help children take responsibility for their own behaviour. This can be done through a combination of approaches which include:

- Positive role modelling
- Planning a range of interesting and challenging activities.
- Setting and enforcing appropriate boundaries and expectations.
- Providing positive feedback.

However, there are very occasional times when a child's behaviour presents particular challenges that may require physical handling. This policy sets out the expectations for the use of physical handling.

## Three Main Types of Physical intervention

### Positive handling

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations:

- Giving guidance to children (such as how to hold a paintbrush or when climbing).
- Providing emotional support (such as placing an arm around a distressed child).
- Physical care (such as first aid or toileting).
- Comfort.

Staff exercise appropriate care when using touch as there are some children for whom touch would be inappropriate.

### Physical intervention

Physical intervention can include mechanical and environmental means such as high chairs, stair gates or locked doors. These may be appropriate ways of ensuring a child's safety.

Restrictive physical intervention This is when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. In most cases this will be through the use of the adult's body

### Principles for the use of restrictive physical intervention

Restrictive physical handling is only used in the context of positive behaviour management approaches.

Restrictive physical intervention would only be used in extreme circumstances. It is not the preferred way of managing children's behaviour.

Rosie's little blessings aims to do all it can in order to avoid using restrictive physical intervention. However there are clearly rare situations of such extreme danger that create an immediate need for the use of restrictive physical intervention. Restrictive physical intervention in these circumstances can be used with other strategies such as saying "stop".

All staff have a duty of care towards the children in this setting. When children are in danger of hurting themselves, others or of causing significant damage to property, staff have a responsibility to intervene. In most cases this involves an attempt to divert the child to another activity or a simple instruction to "stop!" However, if it is judged as necessary, staff may use restrictive physical intervention.

If at any time physical intervention is used, it is used within the principle of reasonable minimal force. Staff should use as little restrictive force as necessary in order to maintain safety. Staff should use this for as short a period as possible.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

## **WHISTLEBLOWING POLICY**

### **1. POLICY STATEMENT**

Rosies Little Blessings Early Years Nurseries are committed to promoting a culture of transparency, openness, and accountability. We believe all staff, volunteers, students, and other individuals working with us have a responsibility to raise concerns about poor practice, wrongdoing, or risks to the health, safety, or wellbeing of children and colleagues.

Children's welfare is at the heart of everything we do. Every individual working in the nursery has a **legal and moral duty** to report any concerns, no matter how small, if they believe a child is at risk or if organisational practice may compromise care quality or safety.

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### **2. LEGAL FRAMEWORK**

This policy is underpinned by:

- The Public Interest Disclosure Act 1998
- The Children Act 1989 & 2004
- Keeping Children Safe in Education (2024)
- Working Together to Safeguard Children (2023)
- EYFS Statutory Framework (2024)
- Ofsted whistleblowing guidance

These documents support the right of individuals to raise concerns in the **public interest**, protect those who speak up from reprisal, and ensure that serious concerns are acted upon swiftly and effectively.

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### 3. SCOPE

This policy applies to:

- All nursery staff (permanent, temporary, part-time)
- Volunteers
- Work experience students
- Agency workers
- Contractors and visitors
- External professionals working with the nursery

It complements other internal policies, including:

- Safeguarding & Child Protection
  - Complaints Procedure
  - Staff Code of Conduct
  - Behaviour Management
  - Equality, Diversity and Inclusion
- 

### 4. WHAT IS WHISTLEBLOWING?

*Whistleblowing* is the disclosure of information which relates to suspected wrongdoing or dangers at work. It enables staff to raise concerns about:

- Risks to child safety or wellbeing
- Poor or unsafe childcare practice
- Staff conduct, including bullying, discrimination, harassment
- Failure to comply with legal obligations
- Criminal offences (e.g. theft, fraud, abuse)
- Miscarriages of justice
- Deliberate attempts to conceal any of the above
- Breach of nursery or safeguarding policies
- Actions which could seriously damage the nursery's reputation

This is different from a grievance, which relates to a personal concern (e.g. issues with pay, workload, relationships). Grievances should be raised through the staff grievance procedure.

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### 5. OUR COMMITMENT TO WHISTLEBLOWERS

Rosies Little Blessings Nurseries are committed to:

- Creating a **safe environment** where concerns can be raised without fear
- **Listening seriously** to concerns, and taking timely, fair and proportionate action
- **Protecting whistleblowers** from reprisals, harassment, victimisation, or disadvantage
- **Keeping disclosures confidential**, where possible and appropriate
- Ensuring staff know **how and where to raise concerns**, both internally and externally

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## 6. WHEN AND HOW TO RAISE A CONCERN

### 6.1 INTERNAL REPORTING ROUTE (PREFERRED)

We encourage staff to first raise concerns internally so that issues can be addressed quickly and appropriately within 24 hours

You can speak to:

- Nursery Manager
- – Kirsty Bagnall – St Vincent's setting – Designated Safeguarding Lead
- – Jess Parr – Rowner setting – Designated Safeguarding Lead

If it involves a manager or the DSL report this to;

- Deputy Manager
- – Chloe Henderson – St Vincent setting
- – Anais Kitchen – Rowner setting

If it involves any of the above report to

- Provider – Victoria Morey

You may raise your concern:

- Verbally (in person or by phone)
- In writing (email or confidential letter)
- Anonymously, though this may limit investigation scope

Your concern will be:

- Taken seriously and recorded in writing on a record of concern
- Investigated promptly, objectively, and confidentially
- Shared only with those who need to know

The manager will provide feedback on the outcome, where appropriate in a timely manner and keep the whistleblower informed about the progress of the investigation

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### 6.2 ESCALATING CONCERNS (IF NOT RESOLVED OR INAPPROPRIATE TO RAISE INTERNALLY)

If you feel unable to raise the concern internally, or the concern involves senior managers or owners, you can escalate it to:

#### OFSTED WHISTLEBLOWING HOTLINE

- Phone: 0300 123 3155
- Email: [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)
- Online form: <https://www.gov.uk/government/publications/whistleblowing-about-childrens-social-care-services-to-ofsted>

You can also contact:

- The **Local Authority Designated Officer (LADO)** for concerns involving a professional working with children
  - The **NSPCC Whistleblowing Advice Line: 0800 028 0285**
- 

## 7. PROTECTION FOR WHISTLEBLOWERS

If you raise a genuine concern in the public interest:

- You **will not be penalised** even if the concern turns out to be unfounded
- You are protected by the **Public Interest Disclosure Act 1998**
- Protected against retaliation or harassment
- Your identity will be kept confidential
- You will be informed of any necessary disclosures
- The nursery will take **appropriate action** against any colleague who harasses, victimises or retaliates against a whistleblower

Malicious, false, or knowingly untrue allegations may result in disciplinary action.

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## 8. ROLE OF MANAGERS AND DSLS

All managers and DSLs are responsible for:

- Promoting a culture of **openness and vigilance**
  - Encouraging early reporting of concerns
  - Ensuring all whistleblowing disclosures are handled sensitively and in line with policy
  - Keeping accurate records of concerns, investigations, and outcomes
  - Reporting safeguarding-related concerns to the **LADO** or local safeguarding partners as required
- 

## 9. CULTURE AND TRAINING

Rosies Little Blessings Nurseries actively promote a culture where:

- **Staff are encouraged to speak up early**
  - **Concerns are welcomed and not judged**
  - Whistleblowing training and safeguarding induction are part of the onboarding process
  - Policies are revisited regularly in team meetings and supervision sessions
  - **Open door policy**
- 

## 10. DON'T THINK "WHAT IF I'M WRONG?" – THINK "WHAT IF I'M RIGHT?"

Whistleblowing is an essential part of a **safeguarding culture**. It helps protect children, build trust, and uphold professional standards. If in doubt, raise it.

*“The standard you walk past is the standard you accept.” – General David Morrison*

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## **11. MONITORING AND REVIEW**

*This policy will be:*

- Reviewed annually, or earlier if legislation or best practice changes*
  - Shared with all staff during induction and refresher training*
  - Evaluated based on incidents, staff feedback and safeguarding audits*
- 

## **RELATED DOCUMENTS**

- Safeguarding and Child Protection Policy*
- Staff Code of Conduct*
- Complaints Procedure*
- Behaviour Management Policy*
- Safer Recruitment Policy*

*Policy Reviewed annually by each setting Manager*

*This policy was adopted by \_\_\_\_\_*

*On \_\_\_\_\_*

*Date to be reviewed \_\_\_\_\_*

*Signed on behalf of the provider \_\_\_\_\_*

*Name of signatory \_\_\_\_\_*

*Role of signatory \_\_\_\_\_*

### **Tablet and camera**

*Parental consent for pictures to be taken is written and signed for and kept in the nursery with the child's documents.*

*Pictures of the children are only to be taken with the nursery tablets provided.*

*Pictures are to be deleted once uploaded to tapestry and no longer needed.*

Photos can only be downloaded onto the nursery computer located in the main office and printed by management using a secure approved site.

During special occasions with prior consent pictures may be taken by parents/caregivers only of their own children and not to include other children in the setting unless other parents/caregivers have given their consent.

Tablets maybe taken home to complete observations but must be password secured, kept safe and not used by anyone other than the staff member. Parents must have given consent for staff to work on their tapestry journals outside of the premises.

Staff must report a lost or stolen tablet immediately to management.

Tablets must have active security protection safeguarding against virus and hacking.

Tablets must only contain pre-approved by management apps and software that are off educational purposes only.

Tablets must not be used for personal use.

Tablets must not have any social media networking sites on them.

Staff must not access any personal email accounts or store this information on the tablets.

Tablets are checked by management on regular basis and can be subject to stop and search at anytime.

Staff must inform management every time they wish to take tablets outside of the setting.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

### Photographs

We like to take photographs of our nursery in action and make displays inside the nursery.

Under no circumstances will these photographs be distributed outside the nursery, used for promotional purposes or posted on the website unless express permission is received in writing from parents/carers beforehand.

### Social networking

Staff must be aware of their responsibilities to the nursery when using social networking sites such as Facebook. Our confidentiality policy must be adhered to at all times, even outside of working hours.

Staff must not post anything onto social networking sites such as 'Facebook' that could be construed to have any impact on the nursery's reputation.

Staff must not post anything onto social networking sites that would offend any other member of staff, during and after employment of the nursery.

Staff are not permitted to babysit children outside of the setting unless agreed to by the manager, this cannot be for financial gain or carried out within the practitioners own home.

Parents are not permitted to share any photos from tapestry on their own or others social media sites.

### Smart Watches

Smart watches of any kind will not be permitted to be worn at work and must be taken off prior to working in the setting, these can be stored with the phones in the office drawer of the filing cabinet.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

### **British Values and Prevent Duty**

British values are a set of four values introduced to help keep children safe and promote their welfare.

The promotion of British values is firmly embedded in the work that we do every day.

### **What are British values?**

**Democracy:** making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued.

**Rule of law:** understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour.

**Individual liberty:** freedom for all, for example reflecting on their differences and understanding we are free to have different opinions

**Mutual respect and tolerance:** treat others as you want to be treated, for example sharing and respecting other's opinions.

It also highlights clearly what is not acceptable, for example, failure to challenge gender stereotypes and routinely segregating girls and boys.

### **What is the Prevent duty?**

The government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs".

Childcare and Early Years Providers subject to the Prevent duty will be expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism.

- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet

### What does this mean in practice?

It means we make it clear that to protect children in our care, we must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere as it is the duty of all providers following the EYFS; specifically to counter extremism.

### FGM policy

#### Female Genital mutilation (FGM)

As our duty of care, we have a statutory obligation under national safeguarding protocols (e.g. working together to safeguard children) to protect young girls and women from FGM as it is an illegal, extremely harmful practise and a form of abuse.

It is essential that we work closely together with other agencies if we suspect a child has suffered or is likely to suffer FGM as appropriate safeguarding efforts. This is reflected in the Multi-Agency Practise Guidelines.

If a child in our care shows signs and symptoms (see below) of FGM or we have good reason to suspect the child is at risk of FGM, we MUST refer the child using our existing standard safeguarding procedures as it is a form of child abuse. When a child is identified as "at risk" of FGM, this information MUST be brought to the child's GP attention and health visitor (as per section 47 of The Children's Act 1989

#### Important Signs & Symptoms to look out for if you suspect the child is "at risk" of FGM

- Father comes from a community that is known to practice FGM
- Mother/Family may have limited contact with people outside family
- It is known that the Mother has FGM
- Family does not engage with professionals (health, school, other)
- Parents say that they or a relative will take the child abroad for a prolonged period of time

- Childs spoken about a holiday to her country of origin or another where the procedure is practiced
- Child has confided that she is to have a “special procedure” to “become a woman” or to be “more like her mum/sister/aunt” etc
- Family/child are already know to social services

Important Signs & Symptoms to look out for if you suspect the child has had FGM

- Child regularly attends GP appointments, has frequent Urinary Tract Infections (UTI'S)
- Increased emotional and physiological needs e.g withdrawals, depression or significant changes in behaviour.
- Child talks about pain/discomfort between legs
- Child has difficulty walking, sitting for long periods of time – which wasn't a problem previously
- Significant or Immediate Risk
- Child confides in a member of staff/professional that FGM has taken place
- Parent or family member discloses professional/ nursery child has had FGM

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

Equal opportunities

Statement of intent

The nursery is committed to valuing diversity by providing equality of opportunity and putting anti-discriminatory into practice for all children and their families.

Aim

- Provide a secure environment in which all our children can develop and in which all contributions are valued.
- We include and value the contribution of all families to our understanding of equality and diversity.
- We always provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- We aim to improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- We also make inclusion a thread which runs through all of the activities in the setting.

#### **The legal framework for this policy is:**

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986 Children Act 1989
- Special Educational Needs and Disability Act 2001
- Employment Equality (Age) Regulations 2006
- Equality Act 2010

#### **Admissions**

Our setting is open and aimed at all of the community.

- We advertise widely.
- We provide information in clear, concise language, whether it is in spoken or written form.
- We ensure that all parents are made aware of our equal opportunities policy and understand it.
- We do not discriminate against a child or their family, in any way or prevent any entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.

#### **Training**

We look out for training opportunities for staff and volunteers to enable them to anti-discriminatory and inclusive practices, which enable all children to thrive.

We review our practice to ensure that we are fully implementing our policy for equality, diversity and inclusion.

## Curriculum

The curriculum offered in the nursery encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to understand others and to begin to develop the skills of critical thinking.

## Aim

- Making children feel valued and good about themselves.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Creating an environment of mutual respect and tolerance.
- Celebrating a wide range of festivals.
- Positively reflecting the widest possible range of communities in the choice of resources.
- Ensuring that children have equality of access to learning.
- Recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.

## Valuing Diversity in families

- We welcome the diversity of family lifestyles and work with all our families.
- We try to encourage children to contribute stories of their everyday life to the setting.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

## Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a wide range of food, and cultures at mealtimes and to respect the differences among them.
- We help children to develop an understanding unhealthy and unhealthy food

### Meetings

Any information about any meetings is communicated/displayed in a variety of ways, both written and verbal. This then ensures that all parents/carers have information about the meetings as well as access to them.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

### Complaints procedure

It is clearly of vital importance that our nursery should run smoothly and that parents and staff work together with co-operation in the child's best interests. In the event of complaints from either staff or parents every effort will be made to respond quickly and appropriately and the following procedure will be followed:

- If a parent feels that he/she has cause for complaint they should speak to the manager or whoever may be in charge on the day.
- Where a complaint is made to the staff, the manager/ person in charge should be informed immediately.
- The manager/ person in charge will respond to any complaint as quickly as possible. We will talk with staff and parents to overcome the problem.

- All complaints will be investigated where these relate to one or more of the National Standards.
- An account of the findings and any action taken will be given to the parent within 28 days.
- A written record of complaints is kept, actions taken and the outcome of the investigation. Records will be retained for 10 years from the date on the complaints sheet.
- After a complaint has been resolved the final outcome will be applied. Any recommendations for changes in procedure will be made.

It is clearly understood that parents have the right to contact Ofsted , Piccadilly Gate, Store Street, Manchester M1 2WD (tel: 03001231231 or [www.ofsted.gov.uk/childcare](http://www.ofsted.gov.uk/childcare) ) if they feel that they have not received a satisfactory response to their complain.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

### Confidentiality

#### Statement of intent

This policy represents the agreed principles for confidentiality throughout the Nursery. All Nursery staff, representing Rosie's Little Blessings Nursery have agreed to this policy.

The nursery work with many children and families and sometimes will be in contact with confidential information.

## Aim

We will respect confidentiality in the following ways;

- Parents/carers will have ready access to the files and records of their own children but will not have access to information about any other child.
- Issues to do with the employment of staff whether paid or unpaid will remain confidential to the people directly involved with making personnel decisions.
- Staff will not discuss the individual children, other than for purposes of curriculum planning/group management, with people other than the parent/carer of the child.
- Staff will not discuss anything relating to any other members of staff which is personal to them or to the setting, outside of the workplace.

## Method

Any anxieties/ evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the child's key worker or managers. Information given by parent/ carers to the managers or key worker will not be passed onto other adults without permission.

Students on work experience or other recognised courses observing in Rosie's Little Blessings will be advised of our confidentiality policy and required to respect it. All the undertaking above as subject to the paramount commitment of the nursery as is the safety and wellbeing of the child. The nursery will comply with all requirements of the Data Protection Act. GDPR

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

## Special educational needs policy

### Statement of intent

We offer an environment in which children are fully supported to enable them to reach their full potential.

Our SENCO is Jess Parr, CO-SENCO Vicky Morey

with regard to the early years part of Send code of practice 0-25 years

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

### Aim

- All the staff regards the Special Educational Needs code of practice.
- We include all children in are provision and provide a welcome and appropriate learning environment for all children.
- All staff are trained to help and support parents and children with Special Educational Needs ( SEN ).
- We identify the specific requirements for a child with SEN and we will meet these by a wide range of strategies.
- We will work in partnership with parents and other agencies to meet the individual child's needs.
- We monitor and review our practice and provision and if necessary make suitable adjustments.

### Method

- We will designate a member of staff to be the Special Needs Co-ordinator ( SENCO ).
- We aim to ensure that are physical environment is as far as possible suitable for children with disabilities.
- We are prepared for all children off all needs to join the nursery.
- We provide and broad and balanced curriculum for all children with SEN/Disabilities.

- We create and provide a differentiated curriculum to meet individual needs and abilities.
- We work closely with parents sharing any concerns while maintaining confidentiality.
- Parents are informed at all stages of assessments, planning, provision and review of their child's education.
- We provide parents with information on sources of independent advice and support.
- We ensure privacy of children with SEN/Disabilities when intimate care is being provided.
- We ensure the effectiveness of our SEN/Disability provision by collecting information from a wide range of sources. For example; reviews, staff meetings, management meetings, inspections and complaints.

See local offer below

#### **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER**

**EARLY YEARS EDUCATION PROVIDER NAME:**

**ROSIES LITTLE BLESSINGS NURSERY LIMITED – VICTORIA MOREY**

**OFSTED UNIQUE REFERENCE NUMBER:**

**EY2747729**

**1. How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?**

When a child joins the setting we will communicate with parents about their child's development and if the parent has any concerns, we will begin observing the child and assessing their development, this will be linked to the development matters and milestones of development in the Early Years Foundation Stage (EYFS) and can help us to identify individual needs of the children. The child will be assigned a key person and co-key person who will be responsible for observations and can approach the SENCO (Jess Parr) with any concerns they may have, the SENCO will then discuss with the key person and room leader. If a child attends another setting we will liaise with them to confirm their development.

We also have a variety of monitoring tools which help us to identify any needs throughout your child's time in the setting; these include 2 year assessment checks, progress recording and monitoring systems which are completed on a regular basis. If we have concerns about a child the SENCO may contact outside agencies (area inclusion, speech and language) for advice but will also confirm this with parents first for written permission.

**2. How will early years setting staff support my child?**

The SENCO oversees all support and progress for children who require additional support within the setting. She will work closely with the child's key person to devise an individual education plan (IEP) to support the child in areas that require development and next steps, the SENCO and key person will have regular meetings to review the IEP and the child's progress, the SENCO will discuss the IEP with parents once it is completed giving you a chance to discuss any concerns and ask any questions about your child.

As well as the child's IEP regular planning will be done for every child in the setting to develop their individual needs and learning priorities.

The SENCO will also work alongside a variety of outside agencies (area inclusion co-ordinator, portage, outreach, health visitor, speech and language and paediatrician) to ensure provision is relevant and seek support when needed.

**3. How will the curriculum be matched to my child's needs?**

When a child first joins the setting we will talk through their starting points and observe them in all areas, this helps us to determine their stage of development. We will then use their interests to plan activities to develop their skills and learning priorities. All the child's observations and planning are logged into their learning journeys, this information is then used to plan the child's next steps, with a view to achieving the curricular goals.

#### **4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

At Rosie's we offer an open door policy so you are welcome in at any time to discuss your child's development and needs. We work in partnership with parents to offer advice and plan ways to support your child at home and in the setting. For more complex discussions, arrangements can be made for meetings away from the children at times convenient to the parent and staff.

To keep communication channels open at all times we offer regular parents meetings and share information daily through verbal and/or diaries containing important information about your child's day. We also share the IEP's with parents and a copy of this can be given on request.

If a child has more complex needs then a recommendation of a statement of SEN could be required, this can come from parents, SENCO or outside agencies and we would work closely with the parents/carers to support them in completing this process. An EHCP may be requested if needed to support future schooling decisions. The setting will monitor your child's progress through the EYFS, and 2 year assessment checks and December and July reports as well as setting next steps in conjunction with the parents and long and short observations. Any children not making expected progress with their primary area milestones are picked up through these and planning is implemented to achieve their goals, using their interests and learning priorities.

It may be that we start with objects of reference and move on to PECS. Using 'Now and Next' strategies and timelines depending on the advice of the professionals that we work closely with.

We also have a 'high 5 tree' (a magical moment that makes it my wow) which we encourage parents/carers to contribute to with observations and significant interests and experiences that their children have had outside of the setting.

#### **5. What support will there be for my child's overall well being?**

We have a very caring and nurturing setting which endeavours to follow an inclusive practice in all we do. The room leaders have overall responsibility within the room, however we promote good key person relationships and encourage the parents to liaise. If further support is required the key person and/or room leader would contact the SENCO for additional advice, this may involve working alongside outside agencies such as social services or the area ISSO, as well as the in house SENCO. The setting has a policy in place regarding the administration of medicines, on arrival parents are required to complete a medication form giving permission for staff to administer medication as required/prescribed. When medication is administered there is always a witness present to check the dosage given. All staff

are required to complete a paediatric first aid course and refresher training every 3 years.

As a setting we have a positive approach to all types of behaviour with a reward system in place for all children. Some children may require an Individual Behaviour Plan to support and set targets, which will come about from observing their triggers through use of an ABC chart this will be written by the SENCO with support from the key person.

A policy is in place for safeguarding children and our child protection officer (Jess Parr) attends support groups and meetings on a regular basis. We also have a password system in place should somebody need to collect a child, with the parent's permission, who wouldn't usually and the door has a magnetised catch which is accessed out of children's reach as well as a key lock. Our gardens are protected with high fences and locked gates which the children cannot reach.

**6. What specialist services and expertise are available at or accessed by the early years setting?**

Within the setting we have a SENCO, and Designated Safeguarding Lead (DSL) who all work closely to achieve the best outcomes.

As a setting we work closely with external agencies such as speech and language therapists, outreach, portage and area ISSO, health visitors as well as any others required. Our DSL also works closely with children's services as and when necessary.

**7. What training have the staff supporting children with SEND had or are having?**

The staff have received relevant training for their roles which include SENCO induction, behaviour management courses, makaton training and termly SENCO support groups and schedule training. This training will continue to be ongoing as well as any relevant courses as they become available.

**8. How will my child be included in activities outside the early years setting including trips?**

When children first join the setting we request permission for them to go on outings such as to the local shops or park. Before any outing is carried out a thorough risk assessment is completed which includes the area to be visited and the children who will be going. We work alongside parents to determine the best way to complete the outing safely, talking about how the child will get there (buggy or walking). When we go on outings the staff: child ratio is higher than in the building to maintain the children's safety.

**9. How accessible is the early years setting environment? (Indoors and outdoors)**

Our setting is accessible for wheelchair users with flat access through the main door and access to the garden through the side gate. We do not have a disabled toilet however arrangements could be made with parents to cater for these requirements. We are a multi-cultural setting and have contact with EMTAS who will support us in communicating with parents and carers where required. We have a range of multi-cultural resources, and multi-cultural toys, puzzles and games. We sponsor a girl and a boy from around the world and encourage the children to write and draw pictures for correspondance with them. Enabling us to talk about differences of culture.

**10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting / school?**

We encourage all new children to come and visit the setting to initially look around before coming in for a settling in visit. During this time we get to know the child and ask the child/parent/carer questions about routines and interests. For children with SEND we would recommend coming in for several visits at different times of the day so the child can get used to the setting.

When a child gets ready to leave the setting, the staff will liaise with the new setting/school to pass on any relevant information, the key person may also be invited to attend transition days in the new setting with the children.

If your child has complex needs then an TPA (Teacher partnership agreement) or statement review will be used as a transition meeting during which we invite staff from the setting and school to attend as well as parents and any other professionals involved. The EHCP if completed will be booked in as a meeting to go through.

**11. How are the early years setting's resources allocated and matched to children's special educational needs?**

We ensure that all children who have special educational needs are met to the best of the school's ability with the funds available.

From our SEN budget we provide one to one times with SEN children where available, and invest in equipment and resources to suit the needs of your child.

Language times and box times

**12. How is the decision made about what type and how much support my child will receive?**

The key person alongside the SENCO will discuss and decide which support would be appropriate for the child's needs. This will also be achieved through on-going discussions with parents.

We regularly review the children's IEP's to ensure their targets are being met and the children are making progress, we can also monitor progress through TAPESTRY

using the EYFS. We go through the IEP's with parents asking for any feedback from them. We will ask the parents to come in and discuss the IEP.

**13. How are parents involved in the early years setting? How can I be involved?**

We offer a range of communication tools within the setting including diaries (daily feedback), parent meetings, reports, 2 year checks, next steps, questionnaires, comments box and parents observations. We hold an open door policy so parents/carers can come and talk to the child's key person when they feel it is necessary.

**14. Who can I contact for further information?**

The first point of contact would be the child's key person or SENCO. We also have a SENCO policy which is available on request. We are also in contact with local agencies including children's centres, health visitors, portage and area inclusion co-ordinators who would be able to assist you on request.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

**Behaviour management policy**

This is to ensure consistency among staff and will be shared with parents to promote continuity by all adults that are significant to the child.

We aim to encourage the skills and attitudes that enable children to develop a strong sense of their own worth and become successful members of society, by fostering the child's self belief, developing their self confidence, encouraging their self responsibility and self discipline and nurturing their self esteem.

By making each child feel special they will come to respect, trust and relax within themselves, also being able to cope with their strong feelings.

### General principles of behaviour management

All adults to be clear and consistent about their expectations and fair in their demands.

Think ahead, state the rules clearly and in advance and keep them simple. Children should know that whoever is in charge the response will be the same.

### Interaction with children

- Demonstrate love and affection to all children
- Demonstrate respect for children
- Provide children with stimulating, developmentally appropriate activities
- Give children manageable tasks but also be aware when a child is ready for new challenges
- Encourage children to do as much as possible for themselves
- Encourage children to persevere and complete tasks and activities

### Managing behaviour

- Use "do" rather than "don't" in managing children's behaviour. This emphasises what you want the child to do rather than what is not acceptable.
- Explain why rules exist and why children must adhere to them
- Give appropriate praise and reward for effort as much as for the achievement
- Be on the child's side. Assume that a child means to do right not wrong
- Take into account the child's age. Distract rather than confront a younger child
- Always remain positive in your approach. Don't let negative behaviour be the only way to get attention
- Corporal punishment or to threaten corporal punishment will not be used on any child, however where physical intervention maybe taken to prevent immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if necessary then this will be recorded and parents/carers will be informed on the same day or as soon as reasonably practicable.

Parents and staff who have concerns and would like support can arrange a meeting with management.

### Creating a positive ethos and environment

- Encourage a child to use language to express their feelings as well as all other needs
- Be interested in what children say. Actively listen and offer your own experiences and opinions. Giving attention on a one to one basis
- Be a good role model. Demonstrate that you value and respect other people
- Provide positive role models for all children with regard to gender, ethnicity and disability
- Encourage children to value who they are with regard, for example, to their cultural background and their gender.
- Provide children with the opportunity for role play where they can experiment with different roles. Also provide equipment and materials through which children can play out their strong feelings and giving appropriate outlets for children's energy.
- Provide children with their own things, labelled with their own name.

Rules and respect for each other and our things. Most importantly adults must be consistent in this approach. The consistency must be evident from all staff at all times. It cannot depend on which staff are working and how they are feeling, therefore, all staff members need to be aware of their interactions with children.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

### Lost child procedure

In the unlikely event of a child going missing from/within the nursery the following procedure will be put into place immediately.

The nursery manager will be informed and all staff will carry out a thorough search of the building and garden including the surrounding area; the register is checked to make sure no other child has also gone missing.

Doors and gates are checked to see if there has been a breach of security whereby a child could escape.

If the child cannot be found the manager will contact the parents/carers and notify the police, during this time the staff will continue to search for the child without disrupting the normal routine for the rest of the children within the nursery.

The manager will then meet the parents/carers and the police and follow the instructions the police give. Ofsted must be informed of any incidents. All incidents must be recorded in writing.

### Outings

If a child goes missing while on a nursery outing where the child's parents/carers are not present and do not have responsibility for the child the following action will be taken;

As soon as the child is noticed as missing the children will be asked to stand with their designated person, and a full headcount will be carried out to ensure that no other children have gone missing.

One member of staff will search the immediate area but doesn't search beyond this point. The manager will be informed if they are not on the outing. The manager will then make their way to the venue to help search and be the point of contact for police as well as support staff.

The parents or carers will be notified immediately.

### Uncollected child

If your child is not collected 30 minutes after they are due to go home or we cannot reach you or your emergency contacts it is policy to contact the children's services if there is no-one available to come for the child.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

### Student policy

The nursery is committed to sharing best practice with those wishing to pursue a career in childcare. Therefore students will be welcome to join our staff and gain work experience within our nursery. Will be subject to the same vetting process as normal staff.

Students are expected to be associated with a recognised child related course, or on occasions, pupils from local secondary schools on work experience.

Students will attend a pre-visit to the nursery for an interview, followed by their student induction and nursery tour. At this time students will have the opportunity to read and discuss relevant health, safety policies and fire drill procedures.

Students will be supervised at all times by a member of staff and will not be let alone with the children.

We require students to keep to our confidentiality policy at all times even on leaving.

Students will be offered support and guidance throughout their placement.

To maintain parent partnerships, parents will be informed of when students are present in the nursery by way of the parent notice board.

All students on placement must adhere to the same codes of conduct as permanent staff and this also applies to time-keeping and dress codes. Confidentiality must be upheld at all times. All students are encouraged to contribute fully to the nursery routine and to spend some time in each area. Students must not be alone with children at any time.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

### Age of admittance

We accept children from the age of 3 months to 14 years.

### Clothing

Please ensure your child's clothes have no added difficulties such as braces or unnecessary belts as they can be difficult to change. Please provide your child with **appropriate clothing for all weathers.**

We discourage the wearing of jewellery, as chains and some types of earrings can get caught or very easily lost.

We encourage you to wear in red tops and jumpers as these don't ruin your clothes as there is so much messy play at our setting

**All clothing needs to be clearly marked with your child's name.**

### Personal property

Children should not bring sweets or valuables to the nursery ( e.g. jewellery, toys etc ), since

staff cannot be held responsible for any personal belongings being lost or damaged.

Buggies left out the front are not the responsibility of the nursery.

### Emergency contacts

Three emergency numbers must be given to the Manager as soon as the child joins the nursery and any changes must be notified immediately.

Prior warning from the parent must be given to us to inform us of if someone else will be collecting the child from the setting, the parent will also need to provide the person collecting the child the relevant password.

In the event of a child not attending their scheduled session the nursery will attempt to contact the parent.

### Sun cream & Sun hats

Parents are advised to bring in sun hats during the hot weather days and summer season, we provide sun cream, which will be applied regularly.

### Toileting and nappies

Children are encouraged to ask a member of staff if they need to use the toilet. This arrangement enables toileting to be more closely monitored by staff who are then on hand to supervise hand washing afterwards.

Parents/carers of children using nappies are required to provide sufficient disposable nappies and for each day - Chargeable if we need to use more than which have been supplied.

### Visitors

Visitors will be asked to sign in at the entrance, where they need to also sign that they have read the policies on mobile phones and the Fire procedure. Visitors will also be asked to provide identification and a reason for their visit.

## Key workers

The nursery has a key-worker system in operation. Your child will be given a member of staff who will be responsible for the initial settling-in period, this will enable your child to form a bond with his/her key-worker. Your child's key-worker will also be responsible for keeping a developmental record and writing out your child's weekly observations, next steps and reports and observations and planning. However, please note that the key-worker does not have sole charge of your child throughout the day and at times they may not always be the person giving you feedback at the end of each day.

## Birthday celebrations

The nursery celebrates birthdays. It is optional whether parents/carers wish to bring a cake to be shared between all the children attending on that day. Parents/carers of the child concerned are welcome to attend these small celebrations but we prefer that parents of other children do not attend as this causes significant disruption to the nursery routine.

## Prices and session times

<i>BREAKFAST CLUB BEFORE PAID SESSION</i>	<i>7-8</i>	<i>£10</i>
<i>BREAKFAST CLUB BEFORE FUNDED SESSION</i>	<i>7-8</i>	<i>£15</i>
<i>FULL DAYCARE</i> <i>(Includes lunch and tea)</i>	<i>8-6</i>	<i>£60</i>
<i>shorter day</i>	<i>8-5</i>	<i>£55</i>
<i>EXTENDED SCHOOL DAY</i> <i>(Hot lunch to be paid separately )</i>	<i>8.30-330</i>	<i>£43</i>
<i>Longer school day</i>	<i>8-4</i>	<i>£49</i>
<i>SCHOOL DAY</i> <i>(Hot lunch to be paid separately )</i>	<i>9-3</i>	<i>£39</i>
<i>Later school day</i>	<i>9-4</i>	<i>£44</i>

<i>SCHOOL MORNING</i>	<i>9-12</i>	<i>£19</i>
<i>SCHOOL AFTERNOON</i>	<i>12-3</i>	<i>£19</i>

<i>MORNING SESSION</i> <i>(Hot lunch to be paid separately)</i>	<i>8-1</i>	<i>£32</i>
<i>AFTERNOON SESSION</i> <i>(Afternoon tea to be paid separately)</i>	<i>1-6</i>	<i>£32</i>

*ADDITIONAL HOUR CHARGE* *£6.30*

Consumable charge is £10 per month for children that do 1-2 days per week and £20 per month for children that do 3 or more days per week. This is for snacks, suncream, cream, wipes and resources. Children eligible for EYPP are exempt.

**FOOD COSTS**

You can choose to bring a packed lunch or pay for a hot lunch your choice, children will be given healthy snacks in the morning and the afternoon.

<b>HOT LUNCH</b>	<b>£3</b>
<b>AFTERNOON TEA</b>	<b>£3</b>

**OTHER FEES**

<b>REGISTRATION FEE</b>	<b>£35</b>
<b>LATE FEE</b> (per 15 minutes per child)	<b>£15.00</b>

**DISCOUNT 10% FOR SIBLINGS APPLIED TO ELDEST CHILD'S FEES ONLY, WHEN 2 OR MORE CHILDREN ATTEND, FOR THE HOURS THEY ARE IN AT THE SAME TIME.**

## Additional Charges

Dropping off early before your agreed session time will incur a fee of £9.50 for every 15 minutes.

Arriving late to pick up your child at the end of their session will incur a late fee of £9.50 for every 15 minutes.

These charges will only be in effect if not previously agreed with management.

Please stick to the session times booked which are detailed on your invoice, if you arrive early to the nursery please wait to one side until your session begins.

Fees are to be paid regardless of a child's absence - unless you have booked your entitled holiday in advance. Holiday entitlement for all year round children is one week in the first half of the year and one week in the second part of the year. Not available to term-time only children.

Sessions cannot be swapped if a child is ill or absent and will be still be charged, however any extra days required would need advance notice - charged accordingly. If you decide to not bring your child to their booked session you will still be liable to pay their fees in full.

If the nursery was made to close by government guidelines a holding fee would apply which would be 70% of your fees.

Fees are payable in advance not arrears. Monthly invoices will be handed out at the beginning of the month to be paid by the 10<sup>th</sup> and no later, failure to do so will incur further charges. For those who pay weekly, your fees are due on your child's first session for that week and must be paid in full.

For every day late in paying your invoice you will incur a £5.00 daily fee.

Changes to sessions will require a four week notice period and a new session request form must be filled out, you will still be charged for sessions booked up until the change over.

## Sickness

If your child has been sick or had diarrhoea, please keep him/her at home for at least 48 hours to reduce the risk of transmission to other children. If your child contracts conjunctivitis or any other easily transmissible infection such as impetigo, we request that you keep them at home until the condition has cleared up.

If unsure about guidance around an illness your child may have, please contact the setting and request a member of management.

This policy was adopted by \_\_\_\_\_

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the provider \_\_\_\_\_

## **Our curriculum**

### **Preschool**

To be a settled and confident learner with the ability to form positive relationships with adults and peers through frequent opportunities of quality interactions.

To enjoy and engage in conversations with peers and staff and be able to voice own needs, wants and opinions.

To show understanding of different cultures and celebrations

To be creative, imaginative and expressive.

To show confidence in becoming independent such as getting themselves dressed.

To have sturdy fine motor skills to aid them with writing, threading, filling and pouring and mark making.

Experiencing the library to build a love for books, rhymes and making up stories and experiencing singing and instruments to build a love for music, rhymes and songs .

To have an understanding on good practices such as healthy eating and drinking, teeth brushing and hand washing.

To follow the recipes in order to make something such as pizza, cakes or playdough.

To show confidence in their gross motor skills and successfully navigate garden equipment (dancing, balance beams, bikes, climbing frame).

To demonstrate understanding of simple mathematical concepts such as counting, number and shape recognition and fitting shapes together during puzzles etc.

To have a developing understanding of the world around them, being inquisitive and exploring different topics in depth such as growth and decay, life cycles etc.

### **Under 2s**

To start settling in and become a confident player and explorer with the ability to form positive relationships with others.

To begin to select resources and toys to help them become creative, imaginative, and expressive.

To use 1-2 words to engage in conversations with others, maintaining eye contact and use hand guiding / pointing to request items of need.

To be able to follow simple instructions such as get your shoes and find your water bottle.

To be able to hold one handed equipment such as crayons, paint brushes and spoons with increasing control and using them to begin to mark make.

To have experienced becoming more independent such as sitting at a table to eat, feeding self and washing their own hands.

Experiencing the library to build a love for books and experiencing singing and instruments to build a love for music.

To have developing gross motor skills to help from cruising to crawling and walking and to be able to move freely around the garden in different ways

To have experienced the world around them by using their senses to engage in sensory and stimulating play

To be familiar with different mathematical concepts such as shapes, colours and counting 1,2,3!

