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1a. Safeguarding / Child Protection Policy

EYFS: Section 3 – Safeguarding and welfare requirements

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

Safeguarding is a wide subject. This policy works alongside these other specific policies:

- Online Safety
- Safer Recruitment
- Human Trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Violence, Honour Based Violence (HBV) and Forced Marriages
- Looked After Children
- Whistleblowing

Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2021
- Working together to safeguard children 2018
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015
- Keeping children safe in education 2019
- Data Protection Act 2018 & GDPR 2018
- Information Sharing Guidance 2018
- Early Years Inspection Handbook 2019; Ofsted
- Inspecting safeguarding in early years 2019; Ofsted
- The Prevent Duty Guidance 2019
- Female Genital Mutilation Act as amended by the Serious Crime Act 2015

“Safeguarding” is defined as:

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

(Definition from ‘Working together to safeguard children 2018’).



Policy intention

To safeguard children and promote their welfare we will:

- Provide a safe and secure environment for all children
- Always listen to children
- Promote tolerance and acceptance of different beliefs, cultures and communities
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Support staff to notice the softer signs of abuse and know what action to take

The nursery is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

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

The nursery aims to:

- Keep the child at the centre of all we do
- Ensure staff, volunteers and students are trained to understand the safeguarding policy and procedures, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- Staff are given a thorough induction when starting, including emergency evacuation procedures, safeguarding, child protection and health and safety.
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by **Birmingham Safeguarding Children Board**, in particular ***Right Help, Right Time 2020***
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times



- Ensure that children are never placed at risk while in the charge of nursery staff
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- Keep the setting safe online, we refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations' (2019) and when children do have access to the internet, staff use appropriate filters, checks and safeguards, monitoring access at all times and maintaining safeguards around the use of technology by staff, parents and visitors in the setting.
- Ensure that children are never placed at risk while in the care of nursery staff.
- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the **Birmingham Safeguarding Children Board**

Contact telephone numbers

Children's Advice and Support Service (CASS) **0121 303 1888 or 0121 675 4806** if out of hours

Local authority Designated Officer (LADO) **0121 675 1669**

Ofsted **0300 123 1231**

NSPCC **0808 800 5000**

Ofsted **0300 123 1231**

Emergency police **999**

Non-emergency police **101**

Government helpline for extremism concerns **020 7340 7264**

Types of abuse and particular procedures followed

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

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree. Types and symptoms of abuse and the procedures for reporting these are regularly covered and refreshed for current staff in staff meetings and supervisions.

Indicators of child abuse

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

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



- Low self-esteem
- Wetting and soiling
- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention.

Peer on peer abuse

Peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this in the same way as we do for adults abusing children, and will take advice from the appropriate bodies on this area.

Physical abuse

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager or room leader.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the designated safeguarding lead (DSL) and/or nursery manager.

Female genital mutilation (FGM)

This type of physical abuse is practised as a cultural ritual by certain ethnic groups. This procedure may be carried out shortly after birth and during childhood as well as adolescence. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. If you have concerns about a child relating to this area, you should make a log and report back to DSL immediately. If you are unable to do so or you feel that this has not been followed through you should contact **CASS** in the same way as other types of abuse. There is a mandatory duty to **report to police** any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.



Breast Ironing

Breast flattening (often called breast ironing) is the pounding and massaging of a young girl's breasts, to prevent and stunt breast growth. It is usually carried out by pressing, massaging or pounding the breasts using hard or heated objects.

Breast flattening is a traditional practice in parts of West Africa. It is typically arranged or performed by the girl's mother or family, to make the girl less attractive to males. The practice usually starts when a girl begins to develop breasts, generally affecting pubescent girls aged between 8 and 12 years of age. While there is no specific law on breast ironing it is child abuse. It can cause pain, scarring, burning, tissue damage, as well as various other physical and psychological health implications.

Fabricated illness

The carer may seek out unnecessary medical treatment. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

Sexual abuse symptoms

Action needs be taken if:

- a child indicated sexual activity through words, play, or drawing
- a child has an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

Child Sexual Exploitation (CSE)

This is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive (also known as "grooming") a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The



victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

We will be aware of the possibility of CSE and the signs and symptoms this may manifest as. If we have concerns, we will follow the same procedures as for other concerns and we will record and refer as appropriate.

County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Emotional Abuse

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

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

Neglect

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

Signs may include:

- a child persistently arriving at nursery unwashed or unkempt



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

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

Domestic Abuse / Honour Based Violence / Forced Marriages

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.

Child abuse linked to faith or belief (CALFB)

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

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

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.

WHAT TO DO IF YOU SUSPECT OR DISCOVER ABUSE

All staff have a responsibility to report safeguarding concerns and suspicions of abuse.

- 1. The adult should reassure the child and listen without interrupting if the child wishes to talk**
- 2. The observed instances/concerns will be detailed in a confidential report. Any signs of marks/injuries to a child or information a child has given will be recorded in detail and stored securely**
- 3. Staff will report their concerns to the Lead DSL (in the absence of the DSL they will be reported to the other DSLs)**
- 4. If there are queries/concerns regarding the injury/information given then the following procedures will take place:**



The DSL will:

- Contact CASS to report concerns and seek advice. If it is believed a child is in immediate danger, we will contact the police. If the safeguarding concern relates to an allegation against an adult working or volunteering with children then the DSL will follow the reporting allegations procedure (see below).
- Inform Ofsted
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not to do so by LA children's social care team)
- The DSL will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will never assume that action has been taken.

Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the DSL or a deputy DSL, or do not feel that the matter has been dealt with appropriately, you should call CASS or the NSPCC directly and report their concerns- see telephone numbers above.

Recording Suspicions of Abuse and Disclosures

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

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

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

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

It *may be* thought necessary that through discussion with all concerned the matter needs to be raised with the local authority children's social care team and Ofsted. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

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



Informing parents

Parents are introduced to our Policies and Procedures and welcome to access them at any point. Parents can request a large print copy of our Policies or in a different language if they would prefer. In the case of safeguarding concerns, parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local authority children's social care team/police does not allow this. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority.

Support to families

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

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

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

Allegations against Staff

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

The allegation should be reported to the DSL, Fariha Mir. If this person is the subject of the allegation then this should be reported to the Deputy DSL or the Director, Imran Mian.

The Local Authority Designated Officer (LADO) and Ofsted will then be informed immediately by the DSL in order for this to be investigated by the appropriate bodies promptly:

- The LADO will be informed immediately for advice and guidance
- If as an individual you feel this will not be taken seriously by the DSL or are worried about the allegation getting back to the person in question then it is your duty to inform the LADO yourself directly
- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted) to determine how this will be handled
- The nursery will follow all instructions from the LADO and Ofsted and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- The nursery reserves the right to suspend any member of staff during an investigation



- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Unfounded allegations will result in all rights being reinstated
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. **The nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated**
- Founded allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment, Ofsted will be notified immediately of this decision.
- All records will be kept until the person reaches normal retirement age or for 21 years and 3 months years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.

Monitoring children's attendance

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

Parents should inform the nursery prior to their children taking holidays or days off, and all sickness should be called into the nursery on the day so the nursery management are able to account for a child's absence.

If an AM child has not arrived at nursery by **10.30am** the parents will be phoned to ask why the child has not attended the setting. For children attending the setting for a PM session parents will be called by **2pm** this will then be logged in the CR8/CR10 file. If the parents are not contactable then the further emergency contacts will be used to ensure all parties are safe.

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

This should not stop parents taking precious time with their children, but enables children's attendance to be logged so we know the child is safe.

Looked after children

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

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



- Any child protection plan or care plan in place for the child in question.

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

Staffing and volunteering

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

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

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

Although, under the EYFS, we are only required to have one designated lead for safeguarding, for best practice and to ensure cover at all times, we have 3 designated leads in place. The DSL's at the nursery are: Lead DSL: **Fariha Mir (Nursery Manager & Lead DSL)**, **Abby Harris-Byrne (Deputy Manager)**, and **Imran Mian (Director)**

- All staff are required to have an Enhanced DBS clearance
- Applicants for posts within the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information. See also **Safe Recruitment of Staff Policy**.
- We give staff members, volunteers and students regular opportunities (when signing in daily and in supervision meetings) to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children
- This information is also stated within every member of staff's contract
- We request DBS checks on a 3-year basis, and we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children every 6 months.
- New DBS checks need to be applied for 3 months before the current DBS expires. It is the staff's duty to ensure they keep an eye on their emails and inform Management that a new DBS needs to be applied for. This also needs to be overlooked by Management. Staff are also responsible to inform management of any changes in suitability to work with children.
- We ensure we receive at least 2 written references **BEFORE** a new member of staff commences employment with us.
- Any long-term students will have enhanced DBS checks conducted on them before their placement starts and will not be left unsupervised



- Volunteers, including students, do not work unsupervised
- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern
- We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery so that no unauthorised person has unsupervised access to the children
- All visitors/contactors need to show ID upon arrival
- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use
- As a staff team we will be fully aware of how to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children remain safe at all times
- The Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management so we are able to support the individual staff member and ensure the safety and care of the children is not compromised
- All staff have access to and comply with the Whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- All staff receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support
- We use peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly highlighted. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Any concerns are raised with the designated lead and dealt with in an appropriate and timely manner
- The deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

Extremism – the Prevent Duty

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police. This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care. Please refer to our **Prevent Duty and Radicalisation policy** for specific details.

Online Safety

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

Human Trafficking and Slavery

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



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



COVID-19: Child Protection & Safeguarding Addendum

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Fariha Mir	info@theyellowpenguin.co.uk 0121 448 2022
Deputy DSL	Imran Mian	info@theyellowpenguin.co.uk 07980583613
Other contactable DSL(s) and/or deputy DSL(s):		
Designated member of senior leadership team if DSL (and deputy) can't be on site	Katie Donovan	info@theyellowpenguin.co.uk
Local authority designated officer (LADO)	LADO Team	0121 675 1669 Ladoteam@birminghamchildrenstrust.co.uk

Context

A member of the DSL team will always be available during opening hours even if the nursery has to close due to COVID-19 or similar reasons. Where a trained DSL (or deputy) is not on site, one will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a designated senior member of staff will assume responsibility for co-ordinating safeguarding on site. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Vulnerable Children

Vulnerable children include:

- Children and young people up to the age of 25 with education, health and care (EHC) plans, who have been diagnosed or suspected as having Special Educational Needs
- Children who have a Child Protection Plan
- Children who are *looked after* by the Local Authority and
- Children assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
- Young carers



There is an expectation that children with a social worker will attend a provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. Where parents are concerned about the risk of the child contracting COVID19, professionals will talk through these worries with the parent/carer following the advice set out by Public Health England.

Children with an EHC plan will be risk-assessed in consultation with the Local Authority and parents. A decision will be made about whether they should continue to attend a setting in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary and safe to do so, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Yellow Penguin Day Nursery has the flexibility to offer a place to other learners who may also be considered vulnerable by the setting who do not fit the above definition. Please contact the Nursery Manager to discuss this further.

If vulnerable children are not attending the setting, we will regularly keep in contact by telephone/text/skype/Facetime.

Yellow Penguin will continue to work with those professionals involved with children and share relevant information with them such as social workers, early help workers and virtual school heads (VSH). This is especially important during the COVID-19 period. This will include information about attendance and any welfare concerns. The lead person for this will be: **Fariha Mir**

If there is a safeguarding concern, this will be shared with the relevant professional as soon as possible. Yellow Penguin will encourage our vulnerable children to attend Nursery, including remotely if needed.

Where a child classed as vulnerable does not take up the offer of their Nursery place the setting will continue, along with other multi-agency professionals, to have oversight of the safeguarding needs of that child whilst they are not attending Nursery. This includes:-

- a) Regular contact with the child and their family, (frequency determined by an individual risk assessment)
- b) Liaison with multi agency professionals involved with the child and
- c) Notifying the Social Worker, Virtual School or EHC Worker of outcomes of contact.

Attendance Monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Yellow Penguin Day Nursery and social workers will agree with parents/carers whether children in need should be attending school – we will then follow up on any pupil that we were expecting to attend, who does not. We will also follow up with any parent or carer who has arranged care for their child and the child subsequently do not attend, through discussions with CASS where appropriate.

To support the above, we will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.



In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker.

Safeguarding Arrangements for Children Not Attending Nursery

For Vulnerable Children

- For those children who are being supported by children's social care, local authorities will be expected to prioritise support to the most vulnerable, including undertaking necessary visits whilst taking appropriate infection control measures.
- Where possible children should be seen once a week by a professional (taking account of social distancing advice). Social workers and school to discuss and share responsibility.
- Telephone contact should be made twice a week. The child should be spoken to where appropriate.
- Where families are self-isolating due to illness and direct contact is not possible discuss with the social worker and make increased telephone contact.
- All contact or support with vulnerable children and families should be recorded. Telephone calls to families should be made with nursery phones rather than personal phones where possible.*
- Staff who are visiting and making phone calls should report back to the DSL, and named social worker if there are any concerns.

If a child is in immediate danger of significant harm a call should be made to CASS 0121 303 1888 or the police as appropriate.

All other children who are not in school

- Telephone contact should be made every two weeks. The child should be spoken to where appropriate.
- All contact should be recorded on CR8/10.
- Telephone calls to families should be made with school phones rather than personal phones where possible.
- Staff who are making phone calls should report back to the DSL if there are any concerns.

If a child is in immediate danger of significant harm a call should be made to CASS on 0121 303 1888.

Designated Safeguarding Lead



The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all Yellow Penguin Day Nursery staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a Concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, which can be done remotely.

Staff can contact the Designated Safeguarding Lead by phone or email if they have a concern or need any advice.

Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children in the school, they should contact the DSL as soon as possible.

Concerns around the Manager should be directed to the Director: Imran Mian

The Local Authority will continue to offer support in the process of managing allegations.

Safeguarding Training and Induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. Where possible DSL training will be completed remotely.

All existing school staff have had safeguarding training and have read the Safeguarding Policy. The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, they will continue to be provided with a safeguarding induction.



If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check – Yellow Penguin would also expect that such staff were on the DBS Update Service so that we could carry out our own DBS check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual
- the individual has received appropriate safeguarding training

Upon arrival, they will be given a copy of the receiving setting's Safeguarding policy, confirmation of local processes and confirmation of DSL arrangements, as well as a full induction.

Safer Recruitment and Movement of Staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow our **Safer Recruitment Policy**.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Yellow Penguin Day Nursery are utilising volunteers, we will continue to follow the checking and risk assessment process. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date.

Ongoing suitability of staff is monitored through:

- regular supervisions;
- peer observations;
- annual declaration of staff suitability as well as staff declaring any changes in their suitability when signing in every day;
- safeguarding refreshing in staff meetings;
- regular review of DBS using the online update service.

Online Safety in Nursery

We will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where children are using computers in school, appropriate supervision will be in place and the procedures set out in our Online Safety Policy will be followed.



Children and Online Safety away from Nursery

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Yellow Penguin to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting Children not at Nursery

Yellow Penguin Day Nursery is committed to ensuring the safety and wellbeing of all its children. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child.

Details of this plan must be recorded, as should a record of contact made. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Yellow Penguin Day Nursery and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

We will share safeguarding messages by email and social media pages. We recognise that nursery is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Staff need to be aware of this in setting expectations of pupils' work where they are at home.

We will ensure that where we care for children of Key workers and vulnerable children on site, we ensure appropriate support is in place for them.

Supporting children in Nursery

Yellow Penguin Day Nursery is committed to ensuring the safety and wellbeing of all its students.



We will continue to be a safe space for all children to attend and flourish. The Manager will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child.

Where we have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Local Authority.

Peer on Peer Abuse

We recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where we receive a report of peer on peer abuse, we will follow the principles as set out our Child Protection Policy. We will listen and work with the child parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded and appropriate referrals made



1b. Online Safety Policy

EYFS: 3.4-3.7

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

Keeping Children Safe in Education states *“The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:*

- *content: being exposed to illegal, inappropriate or harmful material;*
- *contact: being subjected to harmful online interaction with other users; and*
- *conduct: personal online behaviour that increases the likelihood of, or causes, harm”*

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to **FARIHA MIR, or in her absence one of the other named DSLs.**

Within the nursery we aim to keep children (and staff) safe online by:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops and any mobile devices
- Keeping passwords safe and secure, not sharing or writing these down. These will be changed at least every term to keep the devices secure
- Ensure management monitor all internet activities in the setting
- Locking away all nursery devices at the end of the day
- Ensuring no social media or messaging apps are installed on nursery devices
- Management reviewing all apps or games downloaded to tablets to ensure all are age appropriate for children and safeguard the children and staff
- Using only approved devices to record/photograph in the setting
- Never emailing personal or financial information
- Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
- Ensuring children are supervised when using internet devices
- Using tracking software to monitor suitability of internet usage (for older children)
- Not permitting staff or visitors access to the nursery Wi-Fi
- Integrating online safety into nursery daily practice by discussing computer usage ‘rules’ deciding together what is safe and what is not safe to do online
- Talking to children about ‘stranger danger’ and deciding who is a stranger and who is not, comparing people in real life situations to online ‘friends’
- When using Skype and FaceTime (where applicable) discussing with the children what they would do if someone they did not know tried to contact them
- Provide training for staff at least annually in online safety and understanding how to keep children safe online.
- We abide by an acceptable use policy; ensuring staff only use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated



- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material
- Making sure physical safety of users is considered including the posture of staff and children when using devices, and staff are modelling good posture, eye level to screen, etc.
- Signposting parents to appropriate sources of support regarding online safety at home, and having regular discussions about screen time at home
- Children's screen time is monitored to ensure they remain safe online and have access to material that promotes their development. We will ensure that their screen time is within an acceptable level and is integrated within their programme of learning
- The nursery is aware of the need to manage our digital reputation, including the appropriateness of information and content that we post online, both professionally and personally. This is continually monitored by the setting's management.

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents.

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

The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral if they feel it is needed
- All concerns are logged, assessed and actioned upon using the Nursery's Safeguarding procedure
- Parents are supported to develop their knowledge of online safety issues concerning their children
- Parents are offered support to help them talk about online safety with their children using appropriate resources
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern.
- **The Professionals Online Safety Helpline (0344 381 4772 or helpline@saferinternet.org.uk)** is shared with all staff and used if any concerns arise
- Refer to <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers> to ensure all requirements are met in order to keep children and staff safe online
- Share <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners> with the wider team to help them to keep themselves safe online, both personally and professionally



1c. Modern Slavery and Human Trafficking Policy

EYFS: 3.1-3.8

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

Modern slavery is a term that covers:

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

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

- Safeguarding Policy
- Whistleblowing
- Equality and inclusion

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

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

Procedure

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



1d. Prevent Duty and Radicalisation

EYFS: 3.1-3.8

Extremism – the Prevent Duty

Working Together to Safeguard Children (2018) defines extremism. It states *“Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.”*

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police.

This may be a cause for concern relating to a change in behaviour of a child, family member or adult working with the children in the setting, comments causing concern or actions that lead staff to be worried about the safety of a child in their care.

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

The NSPCC states that signs of radicalisation may be:

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

We will tackle radicalisation by:

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



1e. Domestic Abuse, Honour Based Violence and Forced Marriage policy

EYFS: 3.1-3.8

The UK's cross-government definition of **domestic abuse** is:

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This abuse can encompass but is not limited to

- ✓ *psychological*
- ✓ *physical*
- ✓ *sexual*
- ✓ *financial*
- ✓ *emotional.*

Where domestic abuse is taking place in a child's home the child is at risk of harm, whether they witness the violence or not. This may take the form of physical abuse, sexual abuse, emotional abuse or neglect. At Yellow Penguin Day Nursery, we ensure that if there are any signs or symptoms that domestic abuse may be occurring, we act without haste and follow our main safeguarding policy.

Signs may include:

- Visible signs of injury on the adult being abused
- Changes in behaviour of the adult(s) and child – e.g. the abused adult may become withdrawn, show low levels of self-esteem
- One adult being visibly worried about what their partner may say in a certain situation (e.g. if the child has become dirty or injured at nursery)
- One adult becoming scared of their partner
- Adults becoming isolated from their friends or family
- Signs of abuse in the child (as per the main safeguarding policy).

As part of our duty to keep children safe we provide the following:

Support leaflets and numbers for females and males who may be experiencing domestic abuse

Honour based Violence

'Honour' based violence (HBV) is a type of domestic abuse which occurs in the name of so called 'honour'. Some families believe that certain actions bring shame on the family and may react with punishment. This may be rejecting a forced marriage, having a relationship not approved by the family, wearing the wrong clothing or wearing makeup. This can happen in families from a variety of cultures and countries and also happens within the UK.

Signs of HBV may include changes in behaviour of the person undergoing the violence, changes in how they dress or act and also in comments they make.



If signs of HBV are present in a parent or staff member within the nursery then we will act and follow our safeguarding policy to keep children safe in the environment as well as seeking support for the adult involved.

Forced Marriage

We are aware arranged marriages are part of some cultural practices. We also recognise there is a clear distinction between a marriage in which the both parties are willing and able to give an informed consent to, and a marriage which is forced. Forced marriage is a criminal offence.

A forced marriage is a marriage in which one or both spouses do not and/or cannot consent to the marriage and duress is involved. If we become aware of a forced marriage occurring then we will report it to the appropriate body. If the person is under the age of 18 then we will report it to the children's social care team as this is a child protection issue. We will follow our safeguarding reporting procedure.



1f. Intimate Care

EYFS: 3.1, 3.2, 3.4, 3.6, 3.7

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

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

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

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works
- Ensuring all staff undertaking intimate care routines have enhanced DBS clearance
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, eg. paediatric first aid
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. i.e. **No nappies will be changed or intimate routines take place behind closed doors. Toddler Room toilets must not be used unless at least 1 other member of staff is in the Toddler Room or toilets. If Toddler Room is not occupied and no second member of staff is available then the downstairs toilet must be used.**
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- Working closely with parents on all aspects of the child's care and education as laid out in the Parent and Carers as Partners Policy. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of safeguarding and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the Safeguarding policy
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- Conducting regular risk assessments on all aspects of the nursery operation including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

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



1g. Safe and Respectful Care

EYFS: 3.1, 3.2, 3.4, 3.6, 3.7

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

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

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

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the Manager at the earliest opportunity.

Management will challenge inappropriate behaviour in line with the supervision/ disciplinary or whistleblowing procedures. If the concern relates to the Manager and/or nursery owner then parents can contact one of the other DSL's or **CASS on 0121 303 1888 / 0121 675 4806 if out of hours, the Local Safeguarding Partner (LSP) Birmingham Safeguarding Children Board on 0121 464 2612 or Ofsted 0300 123 1231.**



1h. Whistleblowing

EYFS: 3.4 – 3.18 and 3.22

At Yellow Penguin Day Nursery we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective.

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

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

Legal framework

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

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

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

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

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

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

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.

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



Disclosure of information

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

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

Disclosure procedure

- If this information relates to child protection/safeguarding then the nursery **Safeguarding Policy** should be followed, with particular reference to the staff and volunteering section
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to **Imran Mian**
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the Nursery Manager.
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed.



1i. Mobile Phone and Electronic Device Use

EYFS: 3.1-3.8

Mobile phones, tablets, smart watches and other devices that accept calls, messages and video calling

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, tablets, smartwatches, or fitbits during working hours. This policy should be used in conjunction with our Online Safety policy to ensure children are kept safe when using the nursery devices online.

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

Staff must adhere to the following:

- Mobile phones/similar devices must be stored safely in the top draw of the filing cabinet in the office at all times during the hours of your working day
- Mobile phones/similar devices are either turned off or on silent and not accessed during your working hours
- Mobile phones/similar devices can only be used only on a designated break and then this must be away from the children either in the office or staff room, or off the nursery premises
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media or messaging apps on them
- No personal device is allowed to be connected to the nursery Wi-Fi at any time
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age appropriate and safe apps will be accessible to staff or children using them
- Passwords / passcodes for nursery devices must not be shared or written down
- During outings, staff will use mobile phones belonging to the nursery wherever possible. Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only nursery owned devices will be used to take photographs or film videos
- Nursery devices will not be taken home with staff and will remain secure at the nursery when not in use. If a device is needed to be taken home due to unforeseen circumstances then the person taking this device home must ensure it is securely stored and not accessed by another other individual and returned to nursery as soon as practically possible

Parents' and visitors' use of mobile phones and smartwatches

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child's day. However, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

If you are found to be using your phone inside the nursery premises you will be asked to finish the call or take the call outside. We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child. Visitors are requested to leave their mobile phones or smart watches in the safety of the office where they will be locked away safely.



Photographs and videos

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

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey; for display purposes; for promotional materials including our nursery website, press, or social media; CCTV and the different social media platforms we use. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey.

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

Staff are not permitted to take any photographs or recordings of a child on their own may only use those provided by the nursery. The nursery manager will monitor all photographs and recordings to ensure that the parents' wishes are met and children are safeguarded.

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

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

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

Online Learning Journals

At Yellow Penguin Day Nursery, we occasionally use tablets in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only.

We also do routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices.



1j. Social Networking

EYFS: 3.1-3.8

Social media is becoming a large part of the world we live in and as such at Yellow Penguin Day Nursery we need to make sure we protect our children by having procedures in place for safe use. We use social media to share pictures of the activities the children have accessed at nursery.

In order to safeguard children, we will:

- Ensure all children in the photographs or posts have the correct permissions in place from their parent / carer
- Not allow others to post on our social media pages, i.e. designated person/ management can post on the page
- Monitor comments on all posts and address any concerns immediately.

Staff use of social media

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

- When using social networking sites such as Facebook or Instagram staff must:
 - Not make comments relating to their work or post pictures in work uniform
 - Not to name the setting they work at
 - Not send private messages to any parents/family members
 - If a parent asks questions relating to work via social networking sites, then staff should reply asking them to come into the setting or contact the manager
 - Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
 - Report any concerning comments or questions from parents to the manager/safeguarding lead
 - Follow the Staff Behaviour policy
 - Not post anything that could be construed to have any negative impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way
 - Not be connected to the nursery Facebook / Instagram account in any manner (except for management team who can monitor posts / comments)
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents.

Parents and visitors' use of social networking

We ask parents **not to**:

- Send friend requests to any member of nursery staff
- Post any photographs to social media that have been supplied by the nursery with other children in them (e.g. Christmas concert photographs or photographs from an activity at nursery)



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



1k. Monitoring Staff Behaviour Policy

EYFS: 3.1-3.19

This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care.

Expected staff behaviour

- Put the safety, welfare, and ongoing development of our children first
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the EYFS Statutory Framework and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance to the nursery procedures and training received
- Not share any confidential information relating to the children, nursery or families using the facility
- Maintain the public image of the nursery and do nothing that may put the nursery into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional.
- Report to management immediately any changes in personal life that may impact on the ability to continue the role. These may include changes in police record, medication, people living in the same premises, any social service involvement with their own children.

Monitoring staff behaviour

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we will look at interactions and observations with children and their peers
- Have regular supervisions with all staff in which ongoing suitability will be monitored and recorded
- Use a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Operate staff suitability forms and clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safeguarding policy.

Some behaviours that may cause concern and will be investigated further:

- Change in moods
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- Changes in the way of acting towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours



- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

Procedures to be followed

If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately, we are here to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then the procedure in the safeguarding policy will be followed.



11. Lone Working Policy

EYFS: 3.1-3.8, 3.20-3.44

We aim to ensure that no member of the team is left alone working in either a nursery room alone or within the building at any time. However, there may be rare occasions when this is not possible.

Employees/managers' responsibilities when left in a **room alone** include ensuring:

- To complete a risk assessment for staff working alone
- Ratios are maintained
- There is someone to call (ideally on the same floor) in an emergency if required
- The member of staff and children are safeguarded at all times (relating to additional policies as above).
- Staff members working alone are deemed competent in their roles and responsibilities
- The member of staff has one of the phone handsets to enable them to call internally for assistance

Employee's responsibilities when left **in the building alone**:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g. fire evacuation, first aid
- To ensure that the employee has the ability to contact them or a member of the team even if their lone working is outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- To ensure that employees have the ability to access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.



2a. Inclusion and Equality

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

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

We are committed to providing equality of opportunity and anti-discriminatory practice for all children, staff, and parents/carers. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery.

Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Nursery Manager or the Deputy Manager at the earliest opportunity.

The legal framework for this policy is based on:

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

The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of merit, against objective criteria that avoid discrimination. The nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity
- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity



- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity, and training all staff about their rights and responsibilities under the inclusion and equality policy.
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Recruitment

Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

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

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

Under the Equality Act 2010 you can only ask questions prior to offering someone employment in the following circumstances:

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

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

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.



People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

Staff

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

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

Early learning framework

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

We do this by:

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



- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

Information and meetings

Information about the nursery, its activities, experiences, resources are shared with parents as well as information about their child's development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the nursery.

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



2b. Special Consideration for Employees

At Yellow Penguin Day Nursery, we recognise that certain employees such as young persons, new and expectant mothers and persons with special educational needs/disability may require special consideration.

Legal requirements

The nursery follows the legal requirements set out in The Management of Health and Safety at Work Regulations 1992 and the Equality Act 2010. This policy should be read in conjunction with our Health and Safety Policy has regard to any employees requiring special consideration at the commencement of employment and during the course of it. The following procedure is followed.

Procedure

The nursery manager:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery or when their condition or disablement comes to light
- Carries out any risks assessments relating to the occupation of such workers
- Agrees with the worker any necessary special measures such as training and supervision, arrangements, modifications and medical surveillance
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

Disabilities

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can consider what reasonable adjustments or support may be appropriate.

Part-time and fixed-term work

Part-time and fixed-term employees should be treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.



2c. Special Educational Needs and Disabilities (SEND)

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

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to develop to their full potential.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

SENCO

Our nursery Special Education Needs and Disabilities Co-ordinator's (SENCO) is:- **Fariha Mir** (Nursery Manager)

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept including a record of children's SEN support and those with Education, Health and Care plans. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2015).

Methods

We will:

- Designate a named member of staff to be Special Educational Needs and Disability Co-ordinator (SENCO) and share his/her name with parents
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015, as well as a Progress Check of all children at age two in accordance with the Code of Practice (2015) and statutory framework for EYFS.
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with special educational needs and/or disabilities is the responsibility of *all* members of staff in the nursery
- Ensure that our inclusive admissions practice includes equality of access and opportunity



- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the *graduated response system* (see explanation below) for identifying, assessing and responding to children's special educational needs and disabilities
- Provide a broad and balanced early learning environment for all children with special educational needs and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with special educational needs and/or disabilities and discuss these with parents
- Review IEPs regularly every 6 – 8 weeks and hold review meetings with parents at this time
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and/or disabilities
- Provide resources (human and financial) to implement our SEND policy
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Use the local authorities Assessment Framework (see details below)
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Monitor and review our policy annually.

Effective assessment of the need for Early Help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from Early Help services.

Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These Early Help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

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



should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an Early Help assessment to be effective:

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

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

Special Educational Needs and Disability code of practice

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

The nursery will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early years provider will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child.

The Code of Practice recommends that, in addition to the formal checks above, the nursery should adopt a **graduated approach** to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. The nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Stage 1

Where a practitioner or SENCO identifies a child with special educational needs, the nursery will assess and record those needs and provide a number of key actions to help the child. As part of this process, the nursery will consult with parents and seek any additional information from external professionals. The targets for the child, any teaching strategies or changes to provision, are set out in an Individual Education Plan (IEP). The plan will be continually under review in consultation with the child and his/her parent(s). This stage will involve a cycle of assessment, planning and review in increasing detail, with increasing frequency, to identify the best ways of securing and maintaining progress.



Stage 2

This is where a practitioner or SENCO, in consultation with the child's parents, decide external support services are required usually following a review of the IEP. The nursery will share its records on the child with those services so that they can advise on any IEP targets and appropriate strategies to help the child.

Statutory assessment

If the help given through an IEP is not sufficient to enable the child to progress satisfactorily, it may be necessary for the nursery, in consultation with the parents and any external agencies already involved to request a statutory assessment by the local authority. This may lead to the child receiving an education, health and care plan.



2d. Looked After Children

EYFS: 3.1 – 3.8, 3.20.

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

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

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

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

Our policy

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

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

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

The designated person for 'looked after children' is **Fariha Mir**

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



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

Where necessary the key person/designated person/manager will work to develop a care plan with carers and professionals. This will include:

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

In addition, the care plan may also consider:

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

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

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

Key contact details:

Organisation	Contact Number
Local authority Children Services	0121 303 1888
CASS	0121 303 1888

Private Fostering

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



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

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

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

2e. Dealing with Discriminatory Behaviour

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

At Yellow Penguin Day Nursery we do not tolerate discriminatory behaviour and take action to tackle discrimination.

Types of discrimination

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

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

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

Examples of discriminatory behaviour are:

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



Our procedures

We tackle discrimination by:

- Providing inclusive early years practice where all staff are able to identify, understand and break down barriers to participation and belonging and create an ethos of equality
- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour or bullying taking place in person or via an online arena
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery
- Providing training and support around this subject to support staffs understanding and confidence in challenging discriminatory practice
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

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

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

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

Nursery staff

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

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



3. Health and Safety – General Policy

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

At Yellow Penguin we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for.

Legal framework

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control Of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

Aims and objectives

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises. To achieve this we will actively work towards the following objectives:

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

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

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and remain clear at all times
- Regularly check the premises room by room for defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensure that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children



- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensure there are suitable hygienic changing facilities
- Prohibit smoking or vaping on the nursery premises. Staff must cover their uniform when smoking or vaping.
- Prohibit any contractor from working on the premises without prior discussion with the officer in charge
- Encourage children to manage risks safely and prohibit running inside the premises unless in designated areas
- Risk assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers
- Wear protective clothing when cooking or serving food
- Prohibit certain foods that may relate to children's allergies, e.g. peanuts are not allowed in the nursery
- We follow the EU Food Information for Food Consumers Regulations (EU FIC). These rules are enforced in the UK by the Food Information Regulations 2014 (FIR). We identify the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follow the allergies and allergic reactions policy for children who have allergies
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provide appropriately stocked first aid boxes and check their contents regularly
- Ensure children are supervised at all times
- Ensure no student or volunteer is left unsupervised at any time
- Ensure staff paediatric first aid certificates are on display (or made available to parents).

Responsibilities

The designated Health and Safety Officer in the nursery is Fariha Mir and Imran Mian will be responsible in her absence. The employer has overall and final responsibility for this policy being carried out at: **Yellow Penguin Day Nursery, 50 Parker Street Edgbaston B16 9AG**

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

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

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

Health and safety training

Person responsible for monitoring staff training is **Fariha Mir**



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

Training table:

Area	Training required	Who
Paediatric First aid	Course	All staff
Safeguarding/Child protection	In house training/course	All staff and students
Care of babies	In house training/course	Half of the staff working with under 2's
Risk assessment	In house training/course	All staff
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible
Food hygiene	In house training/course	All staff preparing food
Allergy awareness	In house training/course	All staff and students
Manual handling	In house training/course	All staff and students
Changing of nappies	In house training	All staff and students
SENCO	External course	SENCO
Supervision and appraisal	External course	Manager, deputy

At present at least one member of staff on duty MUST hold a full Paediatric First Aid certificate in the nursery and when on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS, 2021. This must be renewed every three years and the emergency PFA course is taken face to face.

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

Health and safety arrangements

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources and cleaning equipment
- These are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy
- All equipment, rooms and outdoor areas will be checked thoroughly by staff before children access them or the area. These checks will be recorded and initialled by the staff responsible. Unsafe areas will be made safe/removed from the area by this member of staff to promote the safety of children. If this cannot be achieved the manager will be notified immediately



- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water
- The nursery will adhere to the Control Of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises
- All staff and students will receive appropriate training in all areas of health and safety which will include risk assessments, manual handling and fire safety. We may also use benefit risk assessments for particular activities and resources for children
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is to be shared with all staff, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns/hazardous areas
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents will receive these updates, as with all policy changes, as and when they happen
- Staff and parents are able to contribute to any policy through the suggestion scheme and during the regular meetings held at nursery.

The policy is kept up to date and reviewed especially when the nursery changes in nature and size. It is revised annually, or as and when required. We therefore welcome any useful comments from members of staff, parents and visitors regarding this policy.



4a. Sickness and Illness

EYFS: 3.44, 3.45, 3.46

At **Yellow Penguin** we promote the good health of all children attending, including oral health by:

- Asking parents to keep children at home if they are unwell. If a child is unwell it is in their best interest to be in a home environment rather than at nursery with their peers.
- Asking staff and other visitors not to attend the setting if they are unwell
- Helping children to keep healthy by providing balanced and nutritious snacks, meals and drinks
- Minimising infection through our infection control procedures and ensuring children have regular access to the outdoors and having good ventilation inside (also see our COVID-19 policy)
- Having areas for rest and sleep, where required and sharing information about the importance of sleep and how many hours young children should be having.

To help keep children healthy and minimise infection, we do not expect children to attend nursery if they are unwell. If a child is unwell it is in their best interest to be in a home environment with adults they know well rather than at nursery with their peers.

Our procedures

- If a child becomes ill during the nursery day, we contact their parent/carer as soon as possible and ask them to pick up their child as soon as possible. If Calpol needs to be administered we will ask the parent for consent over the phone. During this time, we care for the child in a quiet, calm area with their key person (wearing PPE), wherever possible
- We follow the guidance given to us by Public Health England¹ (Health Protection in Schools and other childcare facilities) and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery. See poster in office
- We make information about head lice readily available and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.
- We notify Ofsted of any serious illnesses as soon as possible and in all cases within 14 days of the incident where we have any child or staff member with food poisoning.
- If you are uncertain about what to do then call 111

IF AN UNWELL OR INFECTIOUS CHILD COMES INTO THE NURSERY

We have the right to refuse admission to a child who is unwell at the discretion of the Manager. This decision will be taken by the Manager on duty and is non-negotiable

1

https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf



It is unfair on the child to be here when they need to be with their parent/carers or having one to one attention. It is also unfair to the rest of the children who are here if they are knowingly in contact with an illness or infection.

IF A CHILD BECOMES UNWELL WHILST AT THE NURSERY

1. If a child begins to show signs or symptoms of illness they are monitored and a temperature is taken. Parents will be contacted to inform them. Any concerning signs that indicate that child needs to be collected parents will be called. Our **First Aid** procedure will be followed.
2. If Calpol has been administered the child should be collected as soon as possible.
As soon as a child shows signs of high temperature, a temperature check should be done and the temperature monitored every 10 minutes on a **Temperature Log Sheet**. For any temperature above **37.2** follow the **Fever Procedure** below. Whilst their parent/carers are being contacted the child should continue to be comforted by members of staff. Plenty of fluids should be offered to the child and if their temperature is higher or lower than usual this should be addressed immediately. Any other symptoms should be treated as necessary.
3. Should a child's symptoms deteriorate whilst waiting for their parent/carers the manager should be informed immediately. If the manager feels that it is necessary, they should call for an ambulance. The manager must then inform the parent/carers to meet them at the local hospital.

No prescribed medication may be given unless a medication form has been filled out by the parent/carer. **The manager or deputy manager should be informed of any child who appears to be feeling unwell as soon as possible.**

4. An incident record should be completed by the staff member who dealt with the situation, and this form is held on the child's file
5. The parent/carer should be advised of the exclusion period once the illness is confirmed

DIARRHOEA AND VOMITING

Should a child have an infectious disease, such as sickness and diarrhoea, **they must not return to nursery until they have been clear for at least 48 hours from the last episode**. If a child is sent home from the nursery the 48 hours exclusion still applies.

We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection

Children should only return to nursery when they are well enough and have regained their appetite.

FEVER / HIGH TEMPERATURE PROCEDURE

Children's normal temperature range is between 36.1°C and 37.2°C. If children are above 37.2°C they have 'fever'. A fever over 38°C would usually suggest an infection. High temperatures in young children can lead to Febrile Convulsions, these are triggered by the body temperature rising rapidly above 38°C.

If a child's temperature is above **37.2°C**:



1. Notify the Manager on duty
2. A temperature check must be done and logged every 10 minutes
3. The parent/carer (or emergency contact) should be called immediately and informed of temperature and asked to collect their child
4. If the parent has given prior written consent then seek verbal consent for Calpol to be administered
5. **Calpol may only normally be administered if a parent has consented in writing AND also given verbal consent on the phone**
6. Yellow Penguin will only administer Calpol once in a day. Once administered the child must be collected as soon as possible.
7. The nursery will only administer Calpol belonging to the nursery, and must do so with a sterilised spoon/syringe and in accordance with the Calpol guideline amounts.
8. **The only time we will administer CALPOL without verbal consent is in the event of an emergency where a child's temperature is increasing drastically and we cannot get in contact with parents/emergency contacts. We will call 111 for advice in such a case.**
9. Advise parents to not bring child back the following day if they still have a high temperature

Meningitis procedure

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

If we suspect a child has Meningitis we contact parents/carers to ask them to collect immediately, and if necessary call 999 for an ambulance.

Transporting children to hospital procedure (Ambulance)

The nursery manager/staff member must:

- Call for an ambulance immediately if the injury or sickness is severe. **DO NOT attempt to transport the sick child in your own vehicle**
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- A minimum of 2 staff need to accompany the child to avoid lone working and for safeguarding purposes
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.



If a child has an accident that may require hospital treatment but not an ambulance and you need to transport children within staff vehicles:

- Requesting permission from parents first if possible. Staff vehicles should only be used as a last resort.
- Ratio requirements must be maintained
- Use an appropriate car seat if possible
- There are some exceptions for needing a child seat depending again on their age. Further guidance can be found at www.childcarseats.org.uk/the-law/cars-taxis-private-hire-vehicles-vans-and-goods-vehicles/#under-three
- With the fitting of the car seat, we also need to ask has the individual had training in carrying in carrying this out?
- Is this transport covered under business insurance, so a call to your insurance company will be needed, or do they have business insurance on their vehicle?
- Safeguarding of the child needs to be looked at. In certain situations e.g. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise. **Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.** Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded



4b. Infection Control

EYFS: 3.44, 3.45, 3.46

At Yellow Penguin Day Nursery we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread.

We follow the guidance below to prevent a virus or infection from moving around the nursery. Since June 2020 we have also been carrying out additional measures set out in our **COVID 19 Policy**.

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands afterwards
- Develop children's understanding of the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser/washing machine
- Wash or clean all equipment used by babies and toddlers as and when needed including when the children have placed it in their mouth
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination
- Store toothbrushes (where applicable) hygienically to prevent cross-contamination
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child
- Provide labelled individual bedding for children that is not used by any other child and wash this at least once a week
- Ask parents and visitors to remove all outdoor footwear or use shoe covers when entering rooms where children may be crawling or sitting on the floor
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms (e.g. in baby room)
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are contagious.

In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited.
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times



5. Medication

EYFS: 3.19, 3.46, 3.47

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

Medication prescribed by a doctor, dentist, nurse or pharmacist

(Medicines containing aspirin will only be given if prescribed by a doctor)

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



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

- Non-prescription medication and creams will not usually be administered, and doing so is at the sole discretion of the Nursery Manager.
- For any non-prescription medication, prior written permission must be obtained from the parent.
- Non-prescribed medication **must be in their original containers**, within their expiry date, and have their instructions printed in English
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given.
- **The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.**

Injections, pessaries, suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic.

Staff medication

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

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

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

Storage

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children.



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

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



6a. Promoting Positive Behaviour

EYFS: 3.2, 3.52, 3.53

At Yellow Penguin Day Nursery we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- **Ensure that all staff act as positive role models** for children
- **Encourage parents and other visitors to be positive role models and challenge any poor behaviour** shown
- Work in partnership with parents by communicating openly
- **Praise children** and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- **Promote non-violence** and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing self-regulation and empathy as appropriate to stage of development
- Have a named person who has overall responsibility for behaviour management.

The named person Fariha Mir for managing behaviour will:

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



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

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment such as smacking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.



Anti-bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

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

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

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.



6b. Biting

Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Our procedures

The nursery uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

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

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



7. Overall Approach to Risk Assessment

EYFS: 3.65

At Yellow Penguin Day Nursery we promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

Risk assessments

Risk assessments document the hazards/aspects of the environment that needs to be checked on a regular basis, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how this will be monitored and checked and by whom.

The nursery carries out written risk assessments regularly (many are done daily). These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance.

All outings away from the nursery are individually risk assessed and adequately staffed with paediatric first aid trained practitioners. For more details refer to the Outings policy.



8. Complaints and Compliments

EYFS: 3.75, 3.76

At Yellow Penguin Day Nursery we believe that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that at all times parents are happy with the service provided and we encourage parents to voice their appreciation to the staff concerned.

We record all compliments and share these with staff. We welcome any suggestions from parents on how we can improve our services, and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the nursery.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding Policy.

Internal complaints procedure

Stage 1

If any parent should have cause for concern they should in the first instance take it up with the child's key person or a senior member of staff/room leader. If this is not resolved, we ask them to discuss this verbally with the manager.

Stage 2

If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within **5 working days**. The manager will document the complaint fully and the actions taken in relation to it in the complaints log book.

(Most complaints are usually resolved informally at stage 1 or 2.)

Stage 3

If the matter is still not resolved, the nursery will hold a formal meeting between the manager, parent and a senior staff member to ensure that it is dealt with comprehensively. The nursery will make a record of the meeting and document any actions. All parties present at the meeting will review the accuracy of the record, and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure.

Stage 4

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time they have a concern, including at all stages of the complaints procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.



A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, result of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

The record of complaints is made available to Ofsted on request.

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 1231

By post:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents and/or carers of children attending on a regular basis.



10. Health and Safety in the Office

EYFS: 3.80

We carry out risk assessments to assess any health and safety risks to employees carrying out office duties and provide appropriate equipment for their role.

Staff using computers can help to prevent health problems in the office by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen
- Maintaining a good posture
- Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach
- Changing position regularly
- Using a good keyboard and mouse technique with wrists straight and not using excessive force
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light
- Adjusting the screen controls to prevent eyestrain
- Keeping the screen clean
- Reporting to their manager any problems associated with use of the equipment
- Planning work so that there are breaks away from the workstation.

Seating and posture for typical office tasks:

- Good lumbar support from the office seating
- Seat height and back adjustability
- No excess pressure on underside of thighs and backs of knees
- Foot support provided if needed
- Space for postural change, no obstacles should be under the desk
- Forearms approximately horizontal
- Minimal extensions, flexing or straining of wrists
- Screen height and angle should allow for comfortable head position
- Space in front of keyboard to support hand/wrists during pauses in typing.

If an employee requires additional support, please let the manager know as soon as possible.



10. Fire Safety

EYFS: 3.55, 3.56, 3.57

We make sure the nursery is a safe environment for children, parents, staff and visitors through our fire safety policy and procedures.

The Manager has overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

The manager/designated fire marshal ensures we have all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in working order and seeks advice from the local fire safety officer as necessary.

The manager checks equipment and exits in line with the timescales in the checklist below:

Fire checklist

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)	All staff	Throughout the day	<ul style="list-style-type: none"> ● Main Door ● Side Door ● Stairs and Corridors
Fire extinguishers and blankets	Morgan Fire Protection	Yearly	Fire Blanket –kitchen Fire Extinguishers (Foam and Carbon dioxide) – <ul style="list-style-type: none"> ● Main entrance ● Baby room ● Toddler room ● Pre-school Entrance
Evacuation pack	Manager	Weekly	Office
Smoke/heat alarms	Manager	Monthly	<ul style="list-style-type: none"> ● 1 main entrance ● 1 top of main stairs ● 1 reception area ● 1 office ● 1 staff toilet ● 1 children's toilet (DS) ● 2 pre-school corridors ● 1 staff room ● 1 pre-school ● 1 baby room ● 1 children's toilet ● 3 toddler room
Fire alarms	Manager	monthly	Main entrance



Fire doors closed, in good repair, free of obstruction and easy to open	All staff	Daily	<ul style="list-style-type: none"> • Main Entrance • Kitchen • Pre-School/Toddlers/Baby Room • Boiler Room • Children's Toilet
Fire Alarms and Emergency Lighting is also serviced	Morgan Fire	Every 6 months	

Registration

An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's book.

No smoking/vaping policy

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

Fire drill procedure

- Calmly raise the alarm by breaking the alarm glass
- Immediately evacuate the building under guidance from the manager on duty (collecting the children's room registers when applicable)
- Using the nearest accessible exit lead the children out, assemble on the car park
- Close all doors behind you wherever possible Manager or Deputy Manager will assist with bringing baby room children down the stairs they will be carried 2 at a time.
- **Follow fire evacuation route**
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service/police.

If you are unable to evacuate safely:

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

The manager is to:

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



Remember

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

11. Safety Checks

 EYFS: 3.55, 3.56, 3.59, 3.61,
 3.65, 3.80

At Yellow Penguin Day Nursery we make sure the nursery is a safe environment for children, parents, staff and visitors by carrying out safety checks on a regular basis in accordance with the timescales set out in the nursery checklists. These include daily checks of the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas. The checks are recorded to show any issues and solutions.

This policy should be read in conjunction with the fire safety, risk assessments, visits and outings and the equipment and resources policies.

All staff are trained in Health and Safety awareness and issues, and should be aware of potential hazards in the nursery environment and monitor safety at all times.

Risk assessments

Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked and by whom.

The nursery carries out written risk assessments at least annually. These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced, or a new activity/experience; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks. All outings away from the nursery are individually risk assessed. For more details refer to the visits and outings policy.

Electrical equipment

Who checks	How often	Location/Tel. no.
JFES Limited (Jamie Farmer)	Every 3/5 years	07968203404
MIDLAND PAT TESTING	Annually	

- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level
- We take a risk-based approach, considering the type of equipment and what it is being used for to make a decision whether to have certain electrical items Portable appliance testing (PAT) tested (as per HSE guidance)
- Electrical sockets are all risk assessed and any appropriate safety measures are in place to ensure the safety of the children.



Mains information

Locations of:

- Water stop tap: **Kitchen under sink**
- Gas point: **Behind Roller Shutter on Parker Street – remote control in office to open shutter**
- Fuse box: **Laundry Room under stairs**
- Main electricity box: **Laundry Room**

Dangerous substances

All dangerous substances including chemicals **MUST** be kept in locked areas out of children's reach. All substances must be kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments must be kept for all substances and the appropriate personal protection taken and used e.g. gloves, apron and goggles.

Hot drinks and food

Hot drinks must only be consumed in the staff room. No bottled/canned drinks, sweets or crisps are to be kept or consumed in the nursery rooms or outside.

Transport and outings

The nursery has a comprehensive documented policy relating to outings.

Room temperatures

- Staff should be aware of room temperatures in the nursery and should ensure that they are suitable at all times and recorded on the appropriate sheet. There is a thermometer in each room to ensure this is monitored
- Staff must always be aware of the dangers of babies and young children being too warm or too cold
- **Temperatures should not fall below 18°C in the baby rooms and 16°C in all other areas**
- **Although there is no legal maximum temperature in UK law, the World Health Organisation recommends 24°C as a maximum for comfortable indoor working**
- Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

Water supplies

- A fresh water drinking supply is available and accessible to all children, staff and visitors
- All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

Gas appliances

- All gas appliances are checked annually by a registered Gas Safety Register engineer
- Carbon monoxide detectors are fitted.



12. Manual Handling

EYFS: 3.80

We recognise that staff need to carry out manual handling especially in relation to lifting children. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nursery's manual handling policy to prevent/minimise any injuries can result from poor manual handling.

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

Preventing injuries

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

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

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

Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- *Ensure that you are capable of undertaking the task* – people with health problems and pregnant women may be particularly at risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Lighting should be adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.



Carrying children

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

Position

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

Lifting

Always lift using the correct posture:

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

Moving the baby/child or load

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



The task

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

The environment

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

The individual

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



13. Healthy Workplace

EYFS 3.80

Dress code

We ask all staff to wear our uniform, Yellow Penguin Polo shirt with emblem, black trousers, the uniform should be worn at all times during the shifts. Staff need to come to clean, neat, and presentable. If wearing uniform whilst off duty staff are asked to remember that they are representing the nursery and their behaviour should represent this.

Jewellery - The minimum amount of jewellery is permitted. Flat rings only to be worn. Stud earrings are acceptable, no hoops or necklaces worn in room. Other visible body piercing must be of a "reasonable" size or covered in order to prevent a hazard to the wearer and children.

Belts worn must not have large buckles as these can be hazardous when handling children.

Flat shoes only. These must be closed toed shoes, no flip flops, staff can wear slippers indoors but these must also be closed toe and have back to the slipper.

Nails should be kept **short** and clean. No nail piercing, nail polish or long acrylic nails permitted by nursery practitioners as these can be a hazard and source of infection. Short gel nails are permitted.

Hair should be worn in a "tidy" manner. Long hair should be secured with a hair band etc.

Staff breaks

It is the responsibility of the nursery manager to ensure that all staff working six hours or more take a break of 30mins. Staff are expected to coordinate with colleagues in the same room to arrange breaks efficiently and to maintain staff:child ratios.

Staff under 18 require a break of 30 minutes in circumstances where they work 4.5 hours a day. All breaks should be taken away from an employee's normal work area (where this is applicable).

Personal hygiene

Staff must follow the personal hygiene code at all times and encourage children to adopt the same good personal hygiene code themselves.

All hands must be washed before handling food, after using the toilet or toileting children, after playing outside, wiping noses, messy play activities and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed.

Cleaning

The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. The nursery will be cleaned daily and regular checks will be made to the bathrooms. These will be cleaned at least daily (more if necessary i.e. at lunch time). The nappy changing facility be cleaned after every use and potties will



be cleaned out after every use. Any mess caused throughout the day will be cleaned up as necessary to ensure that a hygienic environment is provided for the children in our care.

Kitchen

Staff are made aware of the basic food hygiene standards through appropriate training and this is reviewed every three years.

- Fridges to be cleaned out weekly
- Freezers to be cleaned out every three months and recorded
- All cupboards to be cleaned out monthly
- Fridge and freezer temperatures must be recorded first thing in the morning by the manager/cook and last thing at night
- All food to be covered at all times in and out of the fridge and dated to show when each product was opened
- Care must be taken to ensure that food is correctly stored in fridges
- When re-heating food, it should be over 75°C, checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises must be checked with the probe thermometer before serving. Food is never reheated more than once.
- Food served but not used immediately should be appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food should be discarded immediately
- All opened packets to be dated when opened and placed in an airtight container e.g. baby food, raisins, cereal etc.
- Blended food should be placed in suitable airtight containers, named and dated
- Surfaces to be cleaned with anti-bacterial spray
- Only appropriate coloured kitchen cloths to be used (please follow the chart on the wall). These must be washed daily on a hot wash
- Windows protected by fly guards to be opened as often as possible along with the vents
- All plugs to be pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of the fridge and freezer)
- Children must NOT enter the kitchen except for supervised cooking activities
- Doors/gates to the kitchen to be kept closed/locked at all times
- Kitchen bins are emptied when full and at the end of each day

Laundry Room

- Washing machines drawers etc. are cleaned regularly
- All clothing is put on a hot wash at 60 degrees or higher to reduce chances of infection i.e COVID
- Bedding is washed after every use to reduce chances of infection and to maintain hygiene standards
- All staff are responsible for filling/emptying the washing machine/tumble dryer, folding clean clothing/items.

Baby room

- Bottles of formula milk will only be made up as and when the child needs them. These should be cooled to body temperature (37°C) and tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely



- Following the Department of Health guidelines, we will only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We will not use cooled boiled water and reheat
- Bottles and teats will be thoroughly cleaned with hot soapy water and sterilised after use (they will not be washed in the dishwasher)
- Content of bottles will be disposed of after two hours
- Labelled mother's breast milk will be stored in the fridge
- If dummies are used, they will be cleaned and sterilised. This also applies to dummies which have been dropped
- All dummies will be stored in separate labelled containers to ensure no cross-contamination occurs
- Sterilisers will be washed out daily.

Nursery

- Staff are trained to be aware of general hygiene in the nursery and ensure that high standards are kept at all times
- Regular toy washing rotas must be established in all rooms and recorded. Toys should be washed with sanitising fluid
- Floors should be cleaned during the day when necessary. Vacuum cleaner bags (where used) should be changed frequently
- Staff are requested to use the appropriate coloured mop for the task or area (see chart on wall) and mop heads should be washed in a separate wash at least weekly
- Face cloths should be washed on a hot wash after every use and not shared between children
- Low/high chairs must be cleaned thoroughly after every use. Straps and reins must be washed weekly or as required
- Every child should have its own cot sheet which should be washed at the end of every week or whenever necessary
- All surfaces should be kept clean and clutter free
- Children must always be reminded to wash their hands after using the bathroom and before meals. Staff should always encourage good hygiene standards, for example, not eating food that has fallen on the floor
- Staff are positive role models and are encourage children to learn about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

Staff rooms

- It is the responsibility of every member of staff to ensure that their staff room is kept clean and tidy
- Fridges must be cleaned out weekly
- Microwave to be cleaned after every use
- Surfaces to be wiped down daily
- All implements used for lunch or break to be washed and tidied away.



14. Animal Health and Safety

EYFS: 3.65

Pets can help meet the emotional needs of children and adults. Caring for pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

Nursery pets

- Permission slips are obtained from parents to seek written permission for their child to be involved in caring for the animal at nursery
- A full documented risk assessment is completed, including considerations for children with any allergies
- All pets are homed appropriately and securely
- Only staff have responsibility for cleaning out the animals (where applicable). Protective equipment such as gloves and aprons are used
- We ensure all pets have had all of their relevant vaccinations, are registered with the vet and are child-friendly
- Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals, and will be encouraged not to place their hands in their mouths while pets are being handled. The staff will explain the importance of this to the children
- Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Pets from home

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

Visits to farms

- A site visit must be made by a senior member of staff before an outing to a farm can be arranged. We check that the farm is well-managed, that the grounds and public areas are as clean as possible and that suitable first aid arrangements are made. Animals should be prohibited from any outdoor picnic areas
- We check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area
- We will ensure that there is an adequate number of adults to supervise the children, taking into account the age and stage of development of the children



- We will explain to the children that they will not be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths, while touring the farm because of the risk of infection and explain why
- We will ensure suitable precautions are in place where appropriate e.g. in restricted areas such as near slurry pits or where animals are isolated.

During the visit

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



15. Environmental Sustainability Policy

EYFS: 1.3-1.6

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

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

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

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

- recycling materials for art and creative activities
- considering our carbon footprint when purchasing materials
- asking that parents recycle children's take home material models if they do not keep them
- shopping local where possible
- turning off equipment and lights when not in use
- using energy saving light bulbs
- not leaving any equipment on standby
- unplugging all equipment at the end of its use/the day
- using energy saving wash cycles on the washing machine.
- incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- recycling water from the water play to water plants outside
- using food that we have grown in nursery meals.



16. Visits and Outings

EYFS: 3.25, 3.65, 3.66, 3.67

At Yellow Penguin Day Nursery we offer children a range of local outings. Planned outings complement and enhance the learning opportunities inside the nursery environment and extend children's experiences.

Procedures

Visits and outings are carefully planned using the following guidelines, whatever the length or destination of the visit:

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. **We will endeavour to visit the venue prior to the visit.** This will ensure that the chosen venue is appropriate for the age, stage and development of the children
- **Written permission will always be obtained from parents** before taking children on trips
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- A fully stocked first aid box will always be taken along with any special medication or equipment required
- A completed trip register together with all parent and staff contact numbers will be taken on all outings
- We designate one member of staff to be the outing leader, this may be the most senior member of staff attending and it will be their role to take the lead in the event of any emergencies/incidents
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full with the nursery manager prior to the outing
- All staff will be easily recognisable by other members of the group; they will wear the nursery uniform and high visibility vests/jackets
- Children will be easily identified by staff when on a trip by use of a sticker system. The nursery name, number and mobile number will be displayed
- A fully charged nursery mobile phone will be taken as a means of emergency contact
- In the event of an accident, staff will assess the situation. If required, the group will return to nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery.
- There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

Risk assessment/outings plan

The full risk assessment and outing plan will be displayed for parents to see before giving consent. This plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place



- The estimated time of arrival at the place where they are visiting and expected time they will arrive back at the nursery
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Staff emergency contact numbers
- Method of transportation and travel arrangements (including the route)
- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision
- Links to the child's learning and development needs.

Use of vehicles for outings

- All staff members shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery
- The arrangements for transporting children will always be carefully planned and where necessary additional people will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned
- All vehicles used in transporting children are properly licensed, inspected and maintained
- Regular checks are made to the nursery vehicle e.g. tyres, lights etc. and a logbook of maintenance, repairs and services is maintained
- Drivers of vehicles are adequately insured
- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts
- When we use a mini bus, we check that the driver is over 21 years of age and holds a Passenger Carrying Vehicle (PCV) driving licence. This entitles the driver to transport up to 16 passengers
- When children are being transported, we maintain ratios.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used
- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered member of staff
- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle
- The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

Lost children

In the event of a child being lost, the following procedure will be followed:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The organiser will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout



- If appropriate, on-site security will also be informed and a description given
- The designated person in charge will immediately inform the police
- The designated person in charge will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or the manager's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

In the event of an emergency (including a terrorist attack)

In the event of an emergency whilst out on a visit, we encourage staff to find a safe haven and remain there until the danger passes. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead.



17. Lost Child Procedure from Nursery

EYFS: 3.63, 3.65

In the unlikely event of a child going missing within/from the nursery, we have the following procedure:

- The nursery manager will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children so they remain supervised, calm and supported throughout
- The manager will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The manager will meet the police and parents
- The manager will then await instructions from the police
- In the unlikely event that the child is not found the nursery will follow the local authority and police procedure
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- Ofsted are contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced

Outings - Lost Child Procedure

In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The organiser will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout
- If appropriate, on-site security will also be informed and a description given
- The designated person in charge will immediately inform the police
- The designated person in charge will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or the manager's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)



- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.



18. No Smoking/Vaping Policy

EYFS: 3.56

At Yellow Penguin Day Nursery we are committed to promoting children's health and well-being. This is of the upmost importance for the nursery. Smoking and the use of e-cigarettes has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking/vaping policy within its buildings and grounds. It is illegal to smoke in enclosed places. This policy also applies to electronic cigarettes.

All persons must abstain from smoking/vaping while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises.

Staff accompanying children outside the nursery, are not permitted to smoke/vape. We also request that parents accompanying nursery children on outings refrain from smoking/vaping while caring for the children.

Staff must not smoke/vape while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke/vape during breaks they are asked to change into their own clothing and smoke/vape away from the main entrance and must wash their hands afterwards.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow Public Health England and aim to help staff and parents to stop smoking by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - www.smokefree.nhs.uk
- Offering information regarding products that are available to help stop smoking/vaping
- Offering in-house support.



19. Alcohol and Substance Misuse

EYFS: 3.1-3.8, 3.19

Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal.

If they are a parent the nursery manager/designated safeguarding officer on duty will judge if the parent is suitable to care for the child. The nursery may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children procedure and the police/children's social services may be called.

If anyone arrives at the nursery in a car under the influence of alcohol the police will be contacted.

Staff, students, parents, carers, visitors, contractors etc. are asked not to bring alcohol on to the nursery premises.

Substance misuse

Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately.

If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow.

If they are a parent the nursery will judge if the parent is suitable to care for the child. The nursery may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure and the police may be called.

The nursery will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs. If they are a member of staff serious disciplinary procedures will be followed.

If a member of staff is taking prescriptive medication that may affect their ability to work, they must seek medical advice and inform the nursery manager as soon as possible to arrange for a risk assessment to take place. This will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after the children properly.

Safeguarding/child protection



Staff will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary the police will be called.



20. Quality Provision Policy

At Yellow Penguin Day Nursery we aim to provide high quality care and education for all children. High quality care leads directly to better outcomes for children and this is what we are all aiming for.

As part of our quality practice we will do the following to ensure children receive the best care and education:

- Ensure high expectations for children to realise the best outcomes
- Create a quality vision that all staff can follow
- Deliver high quality practice and teaching that makes a difference on a daily basis to children's outcomes.
- Ensure a solid understanding of the importance of child development amongst all practitioners
- Value continuous professional development in all staff and access a variety of training and development to support the needs of the children in the nursery
- Evaluate the effectiveness of training and link to the outcomes for children
- Ensure all staff are confident in their roles and have the training they need to be able to perform these roles
- Conduct regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
- Use peer on peer observations to share, discuss and improve practice across the setting
- Monitor all practice and feedback ideas for improvement
- Ensure all planning, observation, assessment and next steps are linked to each individual child's needs and interests and are evaluated for effectiveness
- Undertake a quality programme to ensure all quality is embedded throughout the nursery
- Engage with families and carers and link across the home learning environment and other carers to provide consistency of care and education
- Operate a robust and embedded evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners. We tackle poor performance using our staff procedures to ensure high quality remains forefront at all times.



21. Equipment and Resources

EYFS: 3.54, 3.64

At Yellow Penguin Day Nursery we believe that high-quality care and early learning is promoted by providing children with safe, clean, stimulating, age and stage appropriate resources, toys and equipment.

To ensure this occurs within the nursery, including in our outdoor areas, we will:

- Provide play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- Provide a sufficient quantity of equipment and resources for the number of children registered in the nursery
- Provide resources to meet children's individual needs and interests
- Provide resources which promote all areas of children's learning and development
- Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children
- Store and display resources and equipment where all children can independently choose and select them
- Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required
- Evaluate the effectiveness of the resources including the children's opinions and interests
- Encourage children to respect the equipment and resources and tidy these away when play has finished. This is into a designated place via the use of silhouettes or pictures the children can match the resource to.



22. Critical Incident

EYFS: 3.1-3.2, 3.55, 3.56, 3.63

At Yellow Penguin Day Nursery we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident.

These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- Any other incident that may affect the care of the children in the nursery.

If any of these incidents impact on the ability of the nursery to operate, we will contact parents via phone/email/text message/Famly app at the earliest opportunity.

Flood

We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the nursery manager will make a decision based on the severity and location of this flooding, and it may be deemed necessary to follow the same procedure as the fire evacuation procedure. In this instance children will be kept safe and parents will be notified in the same way as the fire procedure.

Fire

Please refer to the Fire Safety policy.

Burglary/ Break In

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Alarm systems are used and in operation during all hours the nursery is closed.

The manager or most senior staff on duty will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

- In an emergency they will dial 999 (non-emergency 101) with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon
- Contain the area to ensure no-one enters until the police arrive. The staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow



police advice, including following the relocation procedure under flood wherever necessary to ensure the safety of the children

- The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.
- A manager will be available at all times during this time to speak to parents, reassure children and direct enquires
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery.
- Arrangements will be made to ensure the nursery is made safe and secure again.

Abduction or threatened abduction of a child

We have secure safety procedures in place to ensure children are safe while in our care, including taking reasonable steps to ensure that children do not leave the premises unsupervised and to prevent unauthorised persons entering the premises and at risk of abduction. See **Lockdown Policy** for further details. **Staff must be vigilant at all times and report any persons lingering on nursery property immediately.** All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not.

Children will only be released into the care of a designated adult; see the arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody battles or family concerns as soon as they arise so the nursery is able to support the child. The nursery will not take sides in relation to any custody battle and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access **unless** a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery we have the following procedures which are followed immediately:

- The police must be called immediately
- The staff member will notify management immediately and the manager will take control
- The parent(s) will be contacted
- All other children will be kept safe and secure and calmed down where necessary
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction.
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was abducted, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.



Bomb threat/terrorism attack

If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm as soon as the phone call has ended. The management will follow the fire evacuation procedure to ensure the safety of all on the premises and will provide as much detail to the emergency services as possible.

Ofsted will be notified. With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

Other incidents

All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene. Any other incident that requires evacuation will follow the fire plan. Other incidents e.g. no water supply will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the nursery.

The nursery manager will notify Ofsted in the event of a critical incident.



23. Lock Down Policy

EYFS: 3.1-3.2, 3.55, 3.56, 3.63

Lock down procedure

We will use the lock down procedure when the safety of the children, staff and all other people on the premises are at risk and we will be better placed inside the current building, with doors and windows locked.

Situations that may involve this emergency procedure might be:

- Incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- Intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving.

In this case the staff will be notified by the following action: **Whistle Blown / Shout “LOCKDOWN”**

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. **Staff will make efforts to close and lock doors wherever safe to do so.**

All individuals will **keep away from the windows and doors and children will be occupied in the centre of the room** so they are not placed at risk or are able to see any situation developing outside.

The **manager will ensure all children, staff and visitors are accounted for** and safe before returning to the office area to keep up to date with the current situation via updates.

If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.

Once the all clear has been given externally the manager will issue the all clear internally. After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one to one time with their key person to talk about these.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully and the procedure went as planned.



24. Adverse Weather

EYFS: 3.55

At Yellow Penguin Day Nursery we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these incidents impact on the ability of the nursery to open or operate, we will contact parents

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood

In the case of a flood we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow or other severe weather

If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. ***If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.***

Heat wave

Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days. Shaded areas are provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to. For any further details or procedure please refer to our sun care policy.



25. Supervision of Children

EYFS: 3.29

We ensure that children are supervised adequately at all times, whether children are in or out of the building through:

- Appropriately deploying staff members meeting the ratio and qualification requirements to ensure children's needs are met and continuing to monitor this across the setting regularly. This includes informing parents and/or carers about staff deployment, and, when relevant and practical involving them in these decisions
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff. Monitoring staff deployment across the setting regularly to ensure children's needs are met
- Completing registers as soon as children enter and leave the premises and carrying out head counts throughout the day
- Risk assessing activities/experiences and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards and fully supervising any activities that may pose this risk
- Ensuring children are fully supervised at all times when using water play/paddling pools as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs
- Staff will support children to identify, minimise and manage risks in their play
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
- Supervising children at all times when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of staff
- Supervising sleeping babies/children and never leaving them unattended
- Never leaving babies/children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Outings policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle and a member of staff MUST supervise the children at all times.
- **Maintaining staff:child ratios at all times (1:3 for 0-2 year olds; 1:4 for 2 year olds, and 1:8 for 3-4 year olds).**



26. Supervision of Visitors

EYFS: 3.63

All visitors must sign the visitors' book on arrival and departure. If staff do not recognise the visitor, their identity should be checked, e.g. Ofsted inspectors.

Visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches where applicable.

All visitors are given and should wear a visitor's badge to identify themselves to staff and parents within the nursery. ***A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.***

Security

- **Staff must check the identity of any visitors they do not recognise** before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitors' Book and accompanied by a member of staff at all times while in the building
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander
- Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery



27. Personnel

EYFS: 3.9 – 3.13, 3.20-3.26

At Yellow Penguin Day Nursery we aim to have a high quality staff team that act at all times in the best interests of children's safety and welfare.

The nursery's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development
- The statutory requirements of the Early Years Foundation Stage
- The individual needs of the children, including maintaining continuity of care
- Compatibility between all members of staff and the building of a good team spirit
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential
- Equal pay for work of equal value
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure:

- The provision of a person specification/job description for every candidate prior to an interview
- All interviews will follow our recruitment procedures to ensure safe and fair and non-discriminatory recruitment occurs
- The provision of a statement of terms and conditions and contract for every member of staff in employment (contract to be received by new employee within two months of commencement of employment)
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on an enhanced Disclosure and Barring Service (DBS) clearance **AND** 2 acceptable references) with the induction procedure and any details of other information relevant for their first day of work
- New members of staff will be provided with copies of all the policies and procedures and we will ensure their understanding and adherence to these over an induction period. They will receive induction training including information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues
- All staff receive effective supervision including support, coaching and training to promote the best interests of children. Staff are also provided with ongoing training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves
- Discrimination or harassment of any member of staff relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third party harassment by those not employed by the nursery.



28. Staff Development and Training

EYFS: 3.20 – 3.26

In the interests of the nursery, the children, their families and the individual we give every staff member the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. A comprehensive and targeted programme of professional development ensures practitioners are constantly improving their understanding and practice. High-quality professional supervision is provided, based on individual performance related targets, consistent and sharply focused observation and evaluations of the impact of staff's practice.

We aim to ensure that at least **50%** of staff are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other staff working at the nursery will either be qualified to Level 2 or undertaking training. Where necessary staff will be supported to achieve a suitable level 2 qualification in Maths and English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator.

We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings. We have a generous training budget which is set annually and reviewed to ensure that the team gain external support and training where needed.

To facilitate the development of staff we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff
- Encourage staff to contribute ideas for change within the nursery and hold regular staff meetings to develop these ideas.
- Encourage staff to further their knowledge by attending relevant external training courses
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the nursery
- Provide regular in-house training relevant to the needs of the nursery
- Carry out regular supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out annually where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs
- Develop a training plan that sets out the aims and intended outcomes of any training, addressing both the qualification and continuous professional development needs of the nursery and individual staff
- Carry out training need analyses for all individual staff, the team as a whole, and for the nursery every six months
- Promote a positive learning culture within the nursery
- Offer annual team building training



- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff and assign a 'work buddy' to coach, mentor and support new staff
- Offer ongoing support and guidance
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff.



29. Supervisions

EYFS: 3.22, 3.23

We implement a system of supervision for all of our staff following their induction and probation period. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their managers to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills/training needs in order to progress in their role
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children.

The frequency of **supervision meetings is normally every 6-8 weeks** according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision we will ask them to identify three things they have enjoyed about their job/done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have particular concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness, on request from staff.

Supervision meetings also offer regular opportunities for members of staff to raise any changes in their personal circumstances that may affect their suitability to work with children. This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders or changes to their health. These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure.

It is the responsibility of the manager to plan time to ensure that all staff have supervisions. Supervision is carried out by the manager/ deputy. If for any reason a supervision is cancelled a new date will be rearranged within 7 days.

Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The supervision process will be evaluated once/twice a year through staff feedback and is used as part of the overall performance monitoring system at the nursery.



30. Data Protection and Confidentiality

EYFS: 3.69-3.72, 3.80

We recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy will work alongside the Privacy Notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR).

Further details are set out in the **GDPR Privacy Notice**, a copy of which is displayed in reception.

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

Procedures

It is our intention to respect the privacy of children and their families and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality and that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the circumstances above
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs



- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance

In order to meet our requirements under GDPR we will also undertake the following:

1. We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language

We will use your personal information when the law allows us to. Most commonly, we will use your personal information in the following circumstances:

1. Where we need to perform the contract we have entered into with you.
2. Where we need to comply with a legal obligation.
3. Where it is necessary for our legitimate interests (or those of a third party) and your interests and fundamental rights do not override those interests.

We may also use your personal information in the following situations, which are likely to be rare:

1. Where we need to protect your interests (or someone else's interests).
2. Where it is needed in the public interest or for official purposes. . We will not share or use your data for other purposes.

Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).

Staff and volunteer information

- All information and records relating to staff will be kept confidentially in a locked cabinet
- Individual staff may request to see their own personal file at any time.



31. Safe Recruitment of Staff

EYFS: 3.9 – 3.26

Advertising

- We use reputable newspapers, websites and the local job centre to advertise for any vacancies
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

Interview stage

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not
- All shortlisted candidates will receive a job description, a person specification, an equal opportunity monitoring form, application form, and a request for identification prior to the interview. CV's are not accepted.
- The manager will decide the most appropriate people for the interview panel. There will be at **least two people involved (one of whom must be trained in Safer Recruitment) and both are involved in the overall decision making**
- At the start of each interview all candidates' identities will be checked using, for example, their passport and/or photocard driving licence. All candidates will be required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the nursery. The questions will be value based and will ensure the candidate has the same values as the nursery with regards to the safety and welfare of the children in their care
- Candidates will be given a score for their answers including a score for their individual experience and qualifications
- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, staff and where appropriate parents
- The manager and deputy will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years framework as well as the needs of the nursery
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal



or professional reference. These references will be taken up **BEFORE** employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file

- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the nursery manages health problems including access to medical records
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the nursery **and they will not have unsupervised access to any child or their records before this DBS check comes back clear**. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not)
- An additional criminals records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken
- There may be occasions when a DBS check is not clear but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion taking into account the following:
 - seriousness of the offence or other information
 - accuracy of the person's self-disclosure on the application form
 - nature of the appointment including levels of supervision
 - age of the individual at the time of the offence or other information
 - the length of time that has elapsed since the offence or other information
 - relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so; and that, to the best of their knowledge, no-one living in their household has been disqualified from working with children
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a 'mentor/ buddy' who will introduce them to the way in which the nursery operates
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children policy and procedure, emergency evacuation procedures, equality policy and health and safety issues
- The new member of staff will have regular meetings with the manager and their mentor during their induction period to discuss their progress.



Ongoing support and checks

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire' and a suitability declaration is made daily in the staff signing-in folder). This includes any incidents occurring outside the nursery or involving people they live in a household with. Staff will face disciplinary action should they fail to notify the manager **immediately**
- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the absence management policy
- The nursery manager will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. This may include requiring the individual to obtain a waiver from Ofsted in relation to any disqualification. Please see the Disciplinary Policy for further details
- Every member of staff will have supervision meetings with their manager every 6 weeks. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six weeks as well as evaluate and discuss their performance in the previous six weeks
- The manager, deputy and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.



32. Suitability of Staff

EYFS: 3.9-3.18, 3.20-3.26

The nursery manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the nursery before these checks are completed as long as they are supervised at all times by staff who already hold an enhanced check and the check has been applied for.

All nursery staff will be informed of any staff awaiting enhanced DBS clearance.

Staff awaiting these checks will **never**:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by staff holding an enhanced check
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Be involved in looking at a child's learning and development log, but can contribute to it
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the nursery day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and nursery management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.



33. Staff Working with Their Own Children/Close Relation

We believe our staff should remain neutral and treat all children with the same regard. **It is generally not appropriate for staff to care for their own children or those of a close relative** whilst working in the nursery.

However, we recognise that this may not always be possible. We will also try to accommodate the wishes of any staff member with a child or close relative in the nursery and come to an agreement which suits us all. This agreement is based on the following principles:

- Where staff work in the same room as their child or close relation, there is an agreed set of guidelines between the nursery and the member of staff setting out the expectations of working with their child/close relation. These include a clear statement that during their time at nursery the child is in the care of the nursery and it is the nursery that retains responsibility for the child and their care
- Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager and member of staff will reassess the situation
- Staff caring for another staff member's child will treat them as they would any other parent/child. No special treatment will be offered to any child or parent who has connections with the nursery.

When looking to accommodate staff members working alongside their own child or close relative in the nursery we will make an decision/agreement based on the following circumstances:

- The individual needs of the child, including if they have any special educational needs and/or disabilities
- The number of rooms/number of staff/staff deployment/ratios
- Age/stage of development of the child
- Staff members expertise and where/when they usually work
- Days/times the child attends
- Transition arrangements.

All decisions will be made on an individual basis; this may be that the child or close relation is better placed within the same room or a different room.

Where the manager assesses that the agreement is not working and/or there is an impact on the care of the children in the room because of the staff member's relationship with their child or close relation:

- The manager will consider moving the staff member and not the child. This will enable the child to be in the appropriate age/stage group and to continue to forge consistent relationships with other children in this group
- Where the staff member is in another room, there will be an agreement between the staff member, manager and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again
- If there are staff shortages resulting in the movement of staff, the staff member will be placed in a different room to that of their child or close relation, wherever possible



- Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.



34a. Students

EYFS: 3.20, 3.30

We welcome students to join our staff team and gain work experience within our nursery. We accept a maximum of 2 student(s) at a time as more students than this places undue pressure on staff.

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

We expect all students to visit the nursery for an interview, followed by an induction and nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

- All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the nursery
- Students will be supervised at all times by the member of staff assigned to them and will not be left alone with the children. They will only change nappies under supervision
- Students will be supported to understand nursery policies and procedures
- We require all students to keep to our confidentiality policy
- It is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the Student Co-ordinator to receive feedback
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance.
- An accurate evaluation of ability and performance for both students and training providers will be provided and the nursery will support students who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parents will be informed when students are present in the nursery e.g. via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student
- All students on placement must adhere to the same codes of conduct as permanent staff including time-keeping and dress codes
- All students are encouraged to contribute fully to the nursery routine and to spend some time in every area.

In some cases, we may include students on long term placements (aged 17 and over) in our staff: child ratios. This will be the discretion of the manager and only will only occur when the manager is satisfied the student/apprentice is competent and responsible.



34b. Young Worker Policy

EYFS: 3.4, 3.11, 3.30

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor/buddy within the setting that can support their well-being. Any safeguarding concerns will be dealt with according to our safeguarding policies procedures.

Apprentices aged 16 and over who are attending our setting on a long term placement and undertaking early education training, will be monitored and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility we expect from our staff then we may consider including them in our staff ratios.

Within our nursery we expect our young staff to:

- Read, understand and adhere to all policies
- Take part in our ongoing staff suitability procedures. Declare any reasons why their suitability to work with children may change during their placement
- Share any safeguarding concerns they may have with their buddy/mentor or the safeguarding officer
- Maintain a high standard of work, behaviour, appearance and attendance whilst with the nursery
- Undertake a full induction conducted by the nursery
- Access training as required by the management
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point your placement in the setting will be at risk
- Ensure that the nursery environment is safe and secure for all children at all times and report any issues as they arise
- Help with the day to day running of the nursery by undertaking tasks as determined by the supervisors and management
- Take part in staff meetings and all staff training as required by the nursery.



35. Volunteers

EYFS: 3.9, 3.31

We recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

Status of volunteers

A volunteer is not an employee and will not have a contract of employment with the nursery. We will, however, insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be supervised at all times.

Enhanced Disclosure and Barring Service (DBS) check

All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check. These checks will be conducted before any volunteer starts their time within the nursery and will also include two written references.

Training

Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including child protection, paediatric first aid (where applicable) and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team.

Policies and procedures

Volunteers are expected to comply with all the nursery's policies and procedures, including safeguarding and child protection. The volunteer's induction process will include an explanation of this.

Confidentiality

Volunteers should not disclose information about the nursery, staff, children and families as stated in the confidentiality policy and should follow the nursery confidentiality procedure at all times.

Volunteer's induction pack

On commencing their volunteer work, the volunteer will be given a pack containing:

- General information about the nursery
- A copy of the volunteering policy
- A confidentiality statement which will require reading, signing and returning to the nursery manager
- Details of access to all nursery relevant policies and procedures.

Volunteer support

The nursery has a designated officer who will take the volunteer through their induction and support and advise them throughout their time in the nursery. Our designated officer for volunteers is **Fariha Mir**



36. Absence Management Procedure

EYFS: 3.20, 3.80

At Yellow Penguin we encourage all our employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness. By implementing this policy, we aim to strike a reasonable balance between the pursuit of our business needs and the genuine needs of employees to take occasional periods of time off work because of sickness.

Principles

We aim to provide a healthy working environment and demonstrate commitment to health, safety and the welfare of staff in order to maximise attendance.

Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

Exclusion periods for contagious illnesses

Working with children means that you more likely to be in contact with illnesses, some of which can be highly contagious. We take the health of children and staff very seriously; therefore, if you have any infectious/contagious illness you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately and that this illness is not passed on to other staff, children or parents. The manager will advise you of any exclusion times required (see the **sickness and illness and infection control policies**).

Sickness absence reporting procedure

Reporting sickness absence should be done using the following guidelines. Failure to follow these guidelines could delay any sick pay due to you and could possibly result in disciplinary action.

1. On your first day of absence, you must:
 - Telephone the nursery yourself and speak to the manager on duty
 - Give brief details of your illness and your expected length of absence.
 - Telephone and speak to someone yourself. **Text message and emails are not an acceptable form of communication for this purpose. Contact someone within one hour of your normal start time. If you are due to start at 7.30 then please contact the manager as soon as you know you will not be in as the Manager will need to have someone else in place to open the nursery – preferably the night before.** If it is too short notice, we will ask you to come in for an open shift and then send you home when someone else can cover.
2. If you have been unable to determine how long the absence will last, and it exceeds the third day, you must contact your manager again on the fourth day.
3. On returning to work you must complete a copy of the '**Employee's statement of sickness self-certification form**'. This should be signed by nursery management.
4. For absences of more than seven consecutive days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence.



5. After returning to work from any sickness absence leave, a 'return to work' interview may be undertaken by the employee and line manager. This will not happen in all circumstances, and we may hold such meetings at our discretion. However, such meetings will normally be held in the following circumstances:
- Where the absence has exceeded 7 days
 - Where the nature of the illness means that duties on return to work may need to be altered and clarification and/or consultation is required
 - Where a member of staff has had two or more absences in 12 weeks.

During the return to work interview the following will be discussed:

- The reason for absence
- Whether adjustments to the role (on a temporary or more permanent basis) or support are required and what they are. These might include adjusted work patterns, start and finish times and changes of duties
- Future requirements and expectations, e.g. improved attendance
- The return to work interview should be recorded and signed by both the manager and employee and a copy attached to the employee's file.

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, this should be brought to the attention of the employee through a discussion with the manager.

Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague.

The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the disciplinary procedure.

Frequent and/or persistent short-term sickness absence

Short-term absence may be short periods of one or two days occurring frequently. Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

- Four self-certified spells of absence in one calendar year
- A total of 10 working days or more of self-certified absence in one calendar year
- Patterns of absence over a period, e.g. an individual regularly taking Mondays or Fridays off
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

Long-term sickness absence

For the purposes of the policy, long-term sickness absence is defined by the nursery as absences lasting over one month.

Where absences have lasted over 10 working days or more, the manager should contact the member of staff concerned to obtain an initial assessment of the problem and to offer any further help or assistance.

At this point and where felt appropriate after further assessment of the problem, the manager will arrange a face-to-face meeting or telephone conference between themselves and the member of staff. The meeting should:



- Seek to confirm the reasons and nature of the absence and its likely duration
- Ensure that the member of staff is aware of the nursery's concern regarding their health and necessary absence from work
- Consider offering alternative duties or a shorter working week if this would enable a quicker return to work subject to medical advice
- Give consideration to any personal problems being encountered and discuss possible ways of helping the individual resolve these
- Advise the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the nursery to enable a medical report to be prepared
- Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other avenues have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting should be arranged. At this point, unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, the manager should inform the member of staff that long-term sickness absence due to ill health may put their employment at risk and the possibility of termination by reason of capability or suitability to work with children might have to be considered, taking into account any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the nursery will:

- Review the employee's absence record to assess whether or not it is sufficient to justify dismissal
- Consult the employee
- Obtain up-to-date medical advice through occupational health
- Seek legal advice, where applicable
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility
- Meet with the employee to discuss the options and consider the employee's views on continuing employment
- Review if there are any other jobs that the employee could do prior to taking any decision on whether or not to dismiss
- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health
- Arrange a further meeting with the employee to determine any appeal
- Following this meeting, inform the employee of its final decision
- Act reasonably towards the employee at all times.

Any decision to terminate employment will be taken by the Owner making sure the capability procedure has been exhausted.

Occupational Health

The nursery reserves the right to request employees to attend an appointment with an Occupational Health Advisor (e.g. consultant, GP) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, or where it is necessary to seek an expert



medical opinion as to whether or not the employee can fulfil their job role or whether any reasonable adjustments should be made to the employee's role.

The nursery will seek to engage the services of an independent Occupational Health Advisor in situations where expert medical opinion is required and work with them to identify the best course of action in circumstances of sickness absence.

Access to medical records

The Access to Medical Records Act 1988 gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

- Employers must gain the consent of employees before requesting reports from medical practitioners
- Employers must inform employees of their rights in respect of medical reports
- The employee has the right of access to the report before the employer sees it, provided appropriate notification is given
- The employer is responsible for notifying the medical practitioner that the employee wishes to have access
- The employee may ask for a report to be amended or may attach a statement to the report
- Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the nursery requests further medical information about the health of staff from an individual's General Practitioner or Specialist, or its own occupational health provider, the provisions of the Act will be followed.

Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or recognised trade union representative.

Sick Pay

During the first six months of employment, there is no entitlement to company sick pay. Statutory Sick Pay (SSP) will be paid in accordance with Department for Work and Pensions requirements and no payment will be made for the first three working days in a period of incapacity for work.

Company sick pay entitlement

The nursery only pays SSP

Annual leave and sick pay

Where an employee falls sick or is injured while on annual leave, the nursery will allow the employee to take sick leave and take the annual leave at a later time. This policy is subject to the following strict conditions:

- The total period of incapacity must be fully certificated by a qualified medical practitioner
- The employee must contact the manager as soon as he/she knows that there will be a period of incapacity during the pre-planned annual leave in accordance with the Sickness Absence Reporting Procedure
- The employee must submit a written request no later than five days after returning to work setting out how much of the annual leave period was affected by sickness and the amount of leave that the employee wishes to take at another time



- Where the employee is overseas when he/she falls sick or is injured, evidence must be produced that the employee was sick by way of either a medical certificate or proof of a claim on an insurance policy for medical treatment received at the overseas location.

Where the employee fulfils all of the above conditions, we will allow the employee the same amount of annual leave as the amount lost due to sickness or injury.

Sickness or injury shortly before a period of planned holiday

If an employee is ill or is injured before the start of a period of planned annual leave, we will agree to the employee postponing the annual leave dates to another mutually agreed time. Any period of sickness absence will then be treated in accordance with the employer's normal policy on sickness absence.

The employee must submit a written request to postpone the planned annual leave and this must be accompanied by a letter from his/her doctor confirming that he/she is unfit to take the annual leave.

Replacement annual leave dates

Where it is agreed that an employee can take replacement annual leave at a later time, the employee should nominate replacement annual leave dates as soon as possible, with the dates being subject to the agreement of the employee's line manager in the usual way.

Employees should endeavour to take any replacement annual leave within the same holiday year as the days lost as a result of sickness or injury. In the event that part or all of the annual leave is lost due to incapacity towards the end of the nursery's holiday year and there is insufficient time left during that year for the replacement annual leave to be taken, the employee will be permitted to carry over the replacement annual leave to the next holiday year. However, this leave must be taken as early in the new holiday year as possible.

Serious illness/injury of an employee's immediate family

This will be looked at on an individual basis and your manager will agree with you a reasonable period of paid leave time initially, with additional unpaid leave if a significant amount of time off is required. You need to also consider taking annual leave/TOIL and working flexibly i.e. making adjustments to the length of the working day, changes in hours/days worked etc.

Death of a member of an employee's immediate family

This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependant or other relative for whom the employee has special responsibility or has had special ties.

Generally, the amount of time off required will be at the manager's discretion and will depend on individual circumstances but up to **one working week** paid leave would be considered.



37. Grievance Procedure

EYFS 3.80

Legal obligations

Our obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures. This code of practice was introduced in April 2009 and updated in 2015. A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website www.acas.org.uk

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25%, or reduced by 25% if the employee does not comply.

Objectives and guiding principles

We recognise that an employee needs to feel that his or her grievance has been fully investigated and has received a fair hearing. The employee also needs to understand the reasons for the decision made by the manager who heard their grievance. The employee should then be given the opportunity to appeal against the decision. Their appeal should be submitted in writing and should be investigated and heard by someone more senior to the person who heard the initial grievance. The person allocated to hear the employee's appeal should be able to take a fresh and independent look at the issue. In our organisation the individual's immediate line manager deals with the grievance initially separately before being passed on to the owner of the nursery.

ACAS advocates the use of mediation to resolve grievances, in an attempt to maintain a good working relationship and resolve issues within the workplace. We may decide to use such mediation where appropriate using ACAS support and guidance.

Our grievance procedure does not form part of any employees' contract of employment. It may be amended at any time and we may depart from it depending on the circumstances of any case.

This procedure applies to all employees regardless of length of service.

Our nursery believes that all employees should be treated fairly and with respect. We encourage all employees to try to resolve any grievance with the individual concerned on an informal basis, as most grievances can be resolved quickly through discussion. Your line manager will assist you with this if you feel this is the best route for you.

If this does not resolve the complaint/issue/problem you should initiate the formal process below.

Grievance process

Stage 1 - Making your grievance

- You should put your grievance in writing and forward it to the Nursery Manager
- This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place



- If your complaint relates to an issue with the Nursery Manager, the grievance may be sent to the Deputy Manager
- Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered in the course of these investigations, you will be given a copy long enough in advance of the hearing for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

Stage 2 - The grievance hearing

The hearing will be held as soon as is reasonably possible following any investigations, and within **5** working days of the receipt of your written complaint. It will be conducted by your line manager, or another nominated manager if your complaint relates to an issue with your line manager. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting and you should tell us the name of your chosen companion. The companion may either be a trade union representative or a work colleague.

You should ensure that you attend the meeting where possible. If you are unable to attend because of circumstances beyond your control, you should inform your line manager as soon as possible and a further meeting will be re-arranged as soon as possible. If you fail to attend without explanation, or if it appears that you have not made sufficient attempts to attend, the hearing may take place in your absence.

During the hearing you will be given the opportunity to explain your complaint. Your explanations should focus on the complaint and not on irrelevant issues. The manager conducting the hearing will inform you if they believe the key issues are not being focused on. They may also set a reasonable timeframe for the meeting; this will be determined by the nature and complexity of your complaint.

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within **5** working days, where reasonably practicable, and told of any action that the nursery proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.

[N.B. However, if another employee has been disciplined as a result of the grievance, you should not inform the employee who raised the grievance as this information is confidential between you as the employer and the other employee.]

If you are dissatisfied with the outcome, you may make a formal appeal in writing to Imran Mian, stating your full grounds of appeal, within **5** working days of the date on which the decision was sent or given to you.

Stage 3

We will hold an appeal meeting within 14 working days of receiving the appeal, where reasonably practicable. This will be dealt with impartially by a more senior manager, where applicable who has not previously been involved in the case. You will have the right to bring a companion, as explained above.



We will confirm our final decision in writing, usually within seven working days of the appeal hearing, where reasonably practicable. There is no further right of appeal.

Grievances linked to disciplinary matters

Complaints that you may have about any disciplinary action taken against you should be dealt with as an appeal under the disciplinary procedure.

Grievances raised while you are subject to disciplinary proceedings will usually be heard when the disciplinary process has been completed.

If a grievance has any bearing on the disciplinary proceedings, it will be dealt with as part of the disciplinary hearing or disciplinary appeal, as appropriate.



38. Disciplinary Procedure

EYFS: 3.80

The objective of this procedure is to set out the standards of conduct expected of all staff and to provide a framework within which our managers can work with employees to maintain satisfactory standards of conduct and to encourage improvement where necessary.

It is our policy to ensure that any disciplinary matter is dealt with fairly and consistently. We will take the necessary steps to establish the facts and to give employees the opportunity to respond before taking any formal action.

This procedure does not form part of any employee's contract of employment and it may be amended at any time. We may also vary this procedure, including any time limits, as appropriate in any case.

The procedure applies to all employees regardless of length of service.

Minor conduct issues can often be resolved informally between the employee and their line manager. These discussions should be held in private and without undue delay whenever there is a cause for concern. Where appropriate a note of any such discussions may be held on the employee's personnel file, but will be ignored for the purpose of future disciplinary issues.

Formal steps will be taken under this procedure if the matter is not resolved, or if informal discussion is not appropriate (due to the serious nature of the allegation against you).

The employee will not normally be dismissed for a first act of misconduct, unless we decide it amounts to gross misconduct or the employee has not yet completed their probationary period.

The procedure

Our aim is to deal with disciplinary matters sensitively and fairly. All employees must treat all information in connection with the disciplinary procedure and its investigation as confidential.

Where there has been a serious allegation of misconduct or gross misconduct and/or there are serious concerns regarding the employee's capability, we aim to establish the facts quickly and no disciplinary action will be taken until the matter has been fully investigated. The employee will be informed if a formal complaint is made against them, and if necessary they may be suspended on full pay pending the outcome of the investigation and disciplinary procedure.

Stage 1: Investigation

- The nursery manager will investigate any allegations/concerns quickly and thoroughly to establish whether a disciplinary hearing should be held
- The purpose of the investigation is to establish a balanced view of the facts relating to the allegations against the employee. The amount of investigation will depend on the nature of the allegations and will vary from case to case. It may involve interviewing and taking statements from the employee and any witnesses, and/or reviewing relevant documents
- Investigation interviews are solely for the purpose of fact finding and no decision on the disciplinary procedure will be taken until after the disciplinary hearing



- The employee is not normally allowed to bring a companion to an investigatory interview. However, we may allow them to bring a work colleague or trade union representative in exceptional circumstances and if the employee wishes to be accompanied, they should contact **the Manager** to discuss the reasons for their request
- If the investigations lead us to reasonably believe there are grounds for disciplinary action, with legal advice the nursery will write to the employee outlining the allegations against them, the basis of the allegations and the potential consequences. The employee will be invited to a disciplinary hearing to discuss the matter. They will be sent any copies of evidence which may be referred to in the hearing (e.g. witness statements, or a summary of the statements if the witness's identity is to remain confidential, and minutes of meetings).

Suspension

- If the nursery believes that the employee may be guilty of misconduct, which we consider (at our absolute discretion) to be serious misconduct, where relationships have broken down, or where we have any grounds to consider that our property or responsibilities to other parties are at risk, or where we consider in our absolute discretion that your continued presence at the Nursery's premises would hinder an investigation, we will be entitled to suspend you on full pay
- Any such suspension will normally last only as long as required to enable an investigation and any disciplinary hearing to be convened
- Any such period of suspension is not a punishment, nor considered as disciplinary action against you, nor does it imply that any decision has been taken about your case.

Stage 2: Invite to disciplinary hearing

- The nursery will hold the disciplinary meeting to discuss the allegations. The employee will have the right to bring a companion to the meeting and a companion may be a work colleague or trade union representative. The employee must inform the manager prior to the meeting who their chosen companion is. If their companion is unreasonable, for example, there may be a conflict of interest, we may require the employee to choose someone else
- If the employee or their companion is unable to attend the meeting the employee should inform us immediately and we will arrange an alternative time and date. The employee must make every effort to attend the meeting and failure to do so without good cause may be treated as misconduct in itself.

Disciplinary hearing

- During the meeting the nursery manager or designated person leading the meeting will go through the allegations against the employee and the evidence that has been collated. The employee will be able to state their case and call relevant witnesses (provided the employee gives advance notice and we agree to their attendance) to support the case
- We may adjourn the disciplinary meeting if we need to carry out further investigations and the employee will be given reasonable opportunity to consider new information
- The employee will be notified of the decision in writing, usually within **7** working days of the hearing
- If the employee persistently fails to reply to invitations, or persistently fails to attend the arranged hearing without good cause, it may be carried out in their absence and they will be notified of the decision in writing. The employee will retain the right to appeal.

Appeal



- The employee will be given the opportunity to appeal the decision. If they wish to appeal, the employee should state their full grounds in writing and the letter should be sent to **Fariha Mir** within five working days from the date the decision was communicated to them
- The appeal meeting will be conducted impartially by **Imran Mian**, where possible, who has not previously been involved in the case
- The employee will be able to bring a companion to the meeting and the companion may be a work colleague or trade union representative (as stated above)
- We may adjourn the appeal hearing if further investigations need to be carried out and the employee will be given reasonable opportunity to consider any new information before the hearing is reconvened
- We will inform the employee in writing of our final decision as soon as possible, usually within 5 working days of the appeal hearing.

There is no legal right to appeal beyond this stage.

Disciplinary penalties

In the first instance, where less serious offences are concerned, we are most likely to give the employee a verbal warning.

The employee will not normally be dismissed for a first act of misconduct, unless we decide it amounts to gross misconduct or the employee has not yet completed their probationary period.

First written warning

A first written warning may be authorised Manager or Deputy Manager. It will usually be appropriate for a first act of misconduct where there are no other active written warnings on the employee disciplinary record.

Final written warning

A final written warning may be authorised by the Manager or Deputy, It will usually be appropriate for:

- a. misconduct where there is already an active written warning on the employee record,
- b. misconduct that we consider is sufficiently serious, to warrant a final written warning even though there are no active warnings on the employee record.

Dismissal

Dismissal may be authorised by Manager. It will usually only be appropriate for:

- a) any misconduct during the employee probationary period;
- b) further misconduct where there is an active final written warning on the employee record; or
- c) any gross misconduct regardless of whether there are active warnings on the employee record. Gross misconduct will usually result in immediate dismissal without notice or payment in lieu of notice (summary dismissal). Examples of gross misconduct are set out below.

Levels of authority

Nursery Manager and Deputy have the authority to suspend an employee pending investigation. Only the Nursery Manager and higher management has the authority to dismiss an employee as set out above.



Gross misconduct

In the case of gross misconduct, the nursery reserves the right to dismiss an employee without notice (or payment in lieu of notice) if, after investigation and a hearing, the management are satisfied that there is sufficient justification for so doing.

Duration of warnings

Under normal circumstances warnings will be valid for the following time periods, although these may vary according to the nature of the occurrence and may therefore be determined by mutual agreement at the time of issue:

- Verbal warning - six months
- First written warning - six months
- Final written warning - 12 months.

On expiry, warnings will be disregarded for future disciplinary purposes.

Alternatives to dismissal

In some cases we may, at our discretion, consider alternatives to dismissal. Examples include:

- Demotion
- A period of suspension without pay
- Loss of seniority
- Loss of overtime.

Examples of gross misconduct

- Failure to inform the employer of a disqualification, either personally or a person living in the same household as the registered provider, or a person employed in that household
- Theft or the unauthorised possession of property belonging to the nursery, its employees or customers
- Assault on any employee or persons associated with the nursery
- Breach of confidence
- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the nursery
- Being under the influence of drugs or alcohol whilst on duty
- Serious or persistent breaches of safety rules
- Fraud including falsification of work records and expense claims
- Signing/clocking in or out for another employee
- Physical assault or abuse towards a child
- Discrimination/harassment in any way against a person
- Persistent failure to follow nursery documentary systems and procedures
- Unauthorised absence from work/unacceptable attendance levels
- Obscene language or other offensive behaviour
- Negligence in the performance of the employee duties.

Further behaviour that could constitute gross misconduct is not limited by the above list.

Examples of misconduct



Examples of what would constitute a misconduct offence include:

- Minor breaches of our policies including the Sickness Absence Policy
- Minor breaches of the employee contract
- Minor damage to, or unauthorised use of, nursery property
- Poor timekeeping
- Time-wasting
- Refusal to follow instructions
- Smoking/vaping in no smoking/vaping areas.

N.B. Some of the misconduct offences above may, dependent on the circumstances and having followed a detailed investigation, also be classed as gross misconduct offences.



39. Anti-bribery Policy

EYFS: 3.80

Legislation

The Bribery Act 2010 creates a new offence which can be committed by an organisation which fails to prevent persons associated with them from committing bribery on its behalf but only if that person performs services for you in business. It is unlikely that the organisation will be liable for the actions of someone who simply supplies goods to you.

There is full defence if it can be shown that there are adequate procedures and risk assessments in place to prevent bribery.

At Yellow Penguin Day Nursery we have adopted this policy to ensure that we have adequate procedures in place that are proportionate to the bribery risks we face.

It is our policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our dealings wherever we operate. We are also committed to implementing and enforcing effective systems to counter bribery.

What is a bribe?

A bribe is a financial or other advantage offered or given:

- to anyone to persuade them to or reward them for performing their duties improperly or;
- to any public official with the intention of influencing the official in the performance of his/her duties.

Gifts and hospitality

A 'gift' is defined as any item, cash, goods, or any service which is offered for personal benefit at a cost, or no cost, that is less than its commercial value.

You should consider the following if a gift is offered:

- Whether it is appropriate to accept it:
- Decline gifts unless to do so would cause serious embarrassment; and
- Discuss the position with the manager or owner if the gift clearly has a value in excess of £25

Parents may wish to thank nursery staff for looking after their children with Christmas gifts or gifts when the child moves on from a particular room or leaves the nursery. This is perfectly understandable. Each staff member is reasonable for deciding if this gift is appropriate to accept and if it should be shared with the wider team. If in any doubt discuss this with the manager.

The nursery will not accept gifts from service providers. This may be deemed as a bribe to maintain a contract. The nursery will remain transparent and open at all times.



40. Accidents and First Aid

EYFS: 3.25, 3.45, 3.51, 3.52

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

Accidents

Location of completed accident forms: **in Office in Accident Book.**

- The person responsible for reporting accidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses. They must record it on an Accident Form and report it to the nursery manager. Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered. **Parents must be shown the Accident Report, informed of any first aid treatment given and asked to sign it on the same day, or as soon as reasonably practicable after**
- The nursery manager reviews the accident forms at least monthly for patterns, e.g. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns will be investigated by the nursery manager and all necessary steps to reduce risks are put in place
- The nursery manager will report serious accidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The Accident File will be kept for at least 21 years and three months
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident
- The nursery manager will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed. Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Organisation	Contact
Ofsted	0300 123 1231
CASS	0121 303 1888
Local authority environmental health department	0121 303 6007
Health and Safety Executive	0121 607 6200
RIDDOR report form	http://www.hse.gov.uk/riddor/report.htm



Head injuries

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

1. Calm and reassure the child
2. Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedure for this if this is required (see below)
3. If the skin is not broken we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child
4. If the skin is broken then we will follow our first aid training and stem the bleeding
5. Call the parent and make them aware of the injury or if they need to come and collect their child
6. **Complete the accident and HEAD BUMP MONITORING FORM to monitor child**
7. Keep the child in a calm and quiet area whilst awaiting collection
8. We will follow the advice on the NHS website as per all head injuries
<https://www.nhs.uk/conditions/minor-head-injury/>
9. For major head injuries we will follow our paediatric first aid training.
10. Ask parent to sign Accident Form and Head Bump Monitoring Form when collect child

Transporting children to hospital procedure

The nursery manager/staff member must:

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

If a child has an accident that may require hospital treatment but not an ambulance and you choose to transport children within staff vehicles we will follow the policy:

- *Requesting permission from parents*
- *Ratio requirements of the setting being maintained*
- *The age and height of the child, in regards to will they need a car seat? Further guidance can be found at www.childcarseats.org.uk/types-of-seat/*
- *There are some exceptions for needing a child seat depending again on their age. Further guidance can be found at www.childcarseats.org.uk/the-law/cars-taxis-private-hire-vehicles-vans-and-goods-vehicles/#under-three*
- *With the fitting of the car seat, we also need to ask has the individual had training in carrying in carrying this out?*



- *Is this transport covered under business insurance, so a call to your insurance company will be needed, or do they have business insurance on their vehicle?*
- *Minimum 2 staff must accompany child*
- *Safeguarding of the child needs to be looked at. In certain situations e.g. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded*
- *Emergency procedures, e.g. what happens if the child's health begins to deteriorate during the journey.*

First aid

The first aid boxes are located in: **within each room**

These are accessible at all times with appropriate content for use with children.

The appointed person responsible for first aid checks the contents of the boxes regularly 3 months and replaces items that have been used or are out of date.

The staff first aid box is kept **in the office** This is kept out of reach of the children.

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

The appointed person(s) responsible for first aid is Fariha Mir

All of the staff are trained in paediatric first aid and this training is updated every three years.

All first aid trained staff are listed in every room. When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who is trained in first aid. A first aid box is taken on all outings.

Food Safety and play

Children are supervised during meal times and food is adequately cut up to reduce choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used. These are risk assessed and presented differently to the way it would be presented for eating e.g. in trays,

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

Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g. Fruits and Vegetables. Children will be supervised during these activities.



Personal protective equipment (PPE)

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

Dealing with blood

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

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

Needle punctures and sharps injury

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



41. Immunisation

EYFS: 3.45, 3.80

At Yellow Penguin Day Nursery we expect that children are vaccinated in accordance with the government's health policy and their age. **We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.**

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

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

Staff vaccinations policy

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

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

Emergency information

We keep emergency information for every child and update it every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the Parent Information Board.



42. Allergies and Allergic Reactions

EYFS: 3.45, 3.46, 3.48, 3.49

Food Information Regulations 2014

From 13 December 2014, we will incorporate additional procedures in line with the Food Information Regulations 2014 (FIR).

We display our weekly menus on the Parent Information Board and will identify when the 14 allergens are used as ingredients in any of our dishes.

Procedures

1. If a child or a colleague has an allergy, a health care plan is completed to detail the following:
 - a) The allergen (for example: the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats)
 - b) The nature of the allergic reactions for example: anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems)
 - c) What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epi pen)
 - d) Control measures, such as, how the child can be prevented from contact with the allergen
 - e) This form is signed by the Parent/carer, Nursery Manager, Key Person and Cook and is kept in the child's/ colleague's personal file and a copy is kept in the room
 - f) Parents/carers and or health professionals train colleagues in how to administer special medication in the event of an allergic reaction
 - g) The information must then be shared with all colleagues.
2. The parent/carer is responsible for informing the nursery of any changes to the child's medical requirements including a change in allergies and any food that they may or may not have. The parent/carer must complete and sign a change form the change form must also be signed by the key person and the manager.
3. The health care plan must be reviewed regularly and updated with the parent/carer when a change is notified and on every room or key person change.
4. No nuts or nut products are used or brought into the setting
5. Our kitchen may use some products, which are labelled 'may contain traces of nuts' but where ever possible we try not to use these products. A label on food such as " may contain traces of nuts"



or “produced in a factory that handle nuts” is cautionary advice and in general, such foods are unlikely to contain nuts and are tolerated by many nut allergy sufferers.

6. Colleagues will be made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis.

7. The children’s diet, allergy and medical information is updated weekly from the computer and passed on to the children’s rooms and kitchen. A summary of all allergies and dietary requirements is kept on the wall/cupboard in the rooms. A copy is also kept for reference in the kitchen.

8. If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first aid trained colleague will act quickly and administer the appropriate treatment as agreed on the health care plan. Parents/carers must be informed and it must be recorded on an Accident Form.

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

10. In the event that a child has a reaction to any food product whilst at nursery, colleagues will complete a Medical Incident Form, which will include the type of food they have eaten, the reaction that occurred and the action taken.

11. Parents/carers must be informed of the reaction immediately and the Medical Incident Form must be signed by the parent/carer when they collect their child. The Manager must also inform the Area Manager immediately where any first aid was administered or medical intervention required as a result of an allergic reaction.

Food Allergy/Intolerance

12. All food prepared for a child with a specific allergy will be prepared in an area preventing contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts. Separate kitchen equipment is supplied and anyone handling food follows strict hygiene practices

13. The manager, key person, nursery cook and parents/carers will work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu.

14. The cook is responsible for checking all ingredients in all products to ensure that all dietary requirements are met and a child is not prepared a meal containing foods that they must not have.



15. On a daily basis the cook must visit each room as early as practical, to get lunch/tea numbers and dietary requirements.

16. Information about individual children's dietary needs are displayed in each room, the office and kitchen. Colleagues have a copy so that all colleagues and students are fully informed about individual dietary requirements.

17. We use a colour coded placemat system for allergies and special diets

- **RED: ALLERGY**
- **YELLOW: SPECIAL DIETARY (VEGETARIAN, RELIGIOUS...)**
- **GREEN: CAN EAT EVERYTHING**

This identification system must be used for all meals at all times (even if the child with the allergy or special diet is allowed the main meal they must still have their meal plated up and accurately labelled by the chef in the kitchen on the corresponding plate)

Red placemat will be used at all times for children with allergies,

Yellow placemats will be used at all times for children who have special diets such as vegetarians or children who must not be given certain foods for religious reasons.

Green placemats will be used for children that can eat everything. This is to ensure that we do not advocate preferences within our settings and we are encouraging all children to eat their meals. A food not liked by a child or a food a child will not eat is not a special diet and in itself does not warrant a yellow plate.

18. The cook must serve the food on the appropriate colour coded placemat/container and label food before it leaves the kitchen identifying that it has been prepared especially for a child/ children with a dietary need.

19. All children should be given the opportunity to self-serve their own meal and seconds if required, therefore children with Allergies should self-served first with separate utensils.

20. If two or more children have identical requirements or special diets then they would be able to self-serve from the same container which must be accurately labelled with each child's name.

21. All staff must check the dietary sheets and placemats for any special diets before they serve any food to the children and must never go by the word of another colleague.

22. Seating will be monitored for children with allergies. Where deemed appropriate the key person will sit with children who have allergies and where age/stage appropriate practitioners will discuss food allergies and the potential risks.



23. The key person should closely supervise mealtimes to ensure that any children with special diets do not receive food from other children.

Serious allergic reaction emergency procedure

24. If colleagues have been trained in administering emergency treatment for allergic reactions then they must follow the child's individual Health Care Plan, in all instances colleagues should follow the procedures below:

- a. If the reaction/injury is serious, call for an ambulance immediately. We will not attempt to transport the sick child in your own vehicle
- b. Whilst waiting for the ambulance, contact the parent/carer and arrange to meet them at the hospital
- c. The child's key person or a member of management should accompany the child and collect together registration forms, relevant medication sheets, medication and the child's comforter. A member of the management team must be informed immediately.
- d. Practitioners must remain calm at all times; children who witness an allergic reaction may be affected and may need lots of cuddles and reassurance.
- e. All incidents will be recorded on an Accident Form, shared and signed by parent/carer at the earliest opportunity.
- f. The Manager must be informed immediately.

Emergency Antihistamine 'Piriton'

25. If a child has prescribed Piriton to treat a known allergy, a healthcare plan must be completed, the parent/carer will be required to supply prescribed Piriton and the Prescribed Medication process must be followed.

26. The nursery will hold emergency liquid antihistamine 'Piriton' in the nursery. This will be available in an emergency and will only be administered if prior written consent is given by a parent/carer (see Registration Form) and/or the nursery has been instructed to administer the medication by the emergency services following a 999 call.

27. The parent/carer must complete the parent/carer permission form – non prescribed Piriton when their child starts nursery (see Registration Form), if they wish the nursery to give Piriton in an emergency as advised by the emergency services if their child has an allergic reaction to something whilst in the nursery.

28. The medication procedures must be followed and the parent/carer must sign the medication administration form the same day or as soon as reasonably practicable. If a child, parent, colleague



or visitor becomes ill as a result of an allergic reaction, dial 999 and tell the operator you suspect anaphylaxis.

29. In the event that a child has a reaction whilst at nursery:

- a. Colleagues will complete an Accident Form which will include the type of food they have eaten, the reaction that occurred and the action taken.
- b. Parents/carers must be informed of the reaction immediately, it may be necessary for the parent/carer to collect the child.
- c. Accident Form must be signed by the parent/carer when they collect their child.
- d) The Manager must also be informed as soon as possible.

Training

30. If the allergic reactions are known and require specialist treatment, e.g. an epi pen, the key person / practitioners (at least two colleagues working directly with the child) and the manager will attend appropriate paediatric first aid training that specifically includes Epi Pen training (check with your first aid training provider) to administer the emergency treatment to a child. Training will be recorded and updated regularly.

Food brought from home including food for Birthdays and special celebrations

31. We cannot accept homemade foods.

32. Yellow Penguin is keen to celebrate with children the special events in their lives. If you wish your child to share a special event and provide traditional food such as a Birthday cake please talk to your child's Key person/Nursery Manager to make arrangements.

33. We can only allow cakes that are shop bought with a full list of ingredients which the Manager and cook will take full responsibility in checking; as some children have special dietary requirements and may not be able to eat them. Birthday cakes will not be eaten in the nursery they will be cut up and sent home with the children if they are not allergic to any of the ingredients.



43. Sun Care

EYFS: 3.45

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

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

- Key persons will work with parents and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine
- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather provided by the parents. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection
- **Parental consent must be provided for sun cream to be applied (see Registration Form). We only apply sun cream belonging to the nursery** This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; **children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days**
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to **drink cooled water more frequently** throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles.

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

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



44. Early Learning Opportunities Statement

EYFS: 1.1 – 1.17, 2.1-2.6, 3.1, 3.20, 3.27, 3.59, 3.68, 3.80

At Yellow Penguin Day Nursery we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further staff or parental assistance.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

Assessment is an integral part of our practice, we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including:

- evidence of assessment that includes the progress of different groups of children:
 - assessment on entry (starting point), including parental contributions
 - two-year-old progress checks (where applicable)
 - on-going (formative) assessments, including any parental contributions
 - the Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave.



We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

We share information about the EYFS curriculum with parents and signpost them to further support via the following website: www.foundationyears.org.uk/

45. Gifted and Talented Children Policy

EYFS: 1.1, 1.6, 1.8, 2.1, 2.3

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'gifted' and/or 'talented' and extend their learning to challenge them further.

'Gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;

'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

With this in mind we will ensure all children are fully supported and challenged by:

- Working together with parents and carers to establish starting points on entry to nursery
- Observing, assessing and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the learning opportunities
- Where applicable, working with the nursery SENCO (see SEND policy), other services and professionals to ensure we can fully support the child's individual needs
- Working with the child's school to provide activities that will stretch the child further in line with the child's future curriculum
- Support transitions by providing key information to the next provision

We ensure staff are aware of some early development signs of children that may be gifted and talented including:

Gifted children in language and literacy:

- Are able to read and respond to a range of texts at a more advanced level
- Use a wide vocabulary and variety of words in conversations and play
- Are able to write fluently and with little support

Gifted children in mathematics:

- Explore a broader range of strategies for solving a problem
- Establish their own strategies for problem solving
- Are able to manipulate numbers in a wide range of ways, e.g. adding, subtracting.

The management monitors all outcomes for children by tracking cohorts and individual children across the whole setting. This will include the gifted and talented children. Management will ensure that all children are progressing at an appropriate rate from their starting points through challenging and supportive activities and opportunities.



46. Settling In

EYFS: 1.16, 3.27, 3.73, 3.74

At Yellow Penguin Day Nursery our aim is for children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's continued well-being and their role as active partners, with the child being able to benefit from what the nursery has to offer.

Our nursery will work in partnership with parents to settle their child into the nursery environment by:

- **Allocating a key person to each child** and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the nursery
- Encouraging parents and children to visit the nursery during the weeks before an admission is planned and arranging home visits where applicable
- Planning settling in visits and introductory sessions (lasting approximately 1-2 hours). These will be provided free of charge over a 1-2 week period, dependent on individual needs, age and stage of development
- Welcoming parents to stay with their child during the first few weeks, where possible and applicable (currently unavailable due to COVID-19 control measures), until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents
- Reassuring parents whose children seem to be taking a long time settling in to the nursery and developing a plan with them
- Providing regular updates and photos (where possible) of the children settling
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Assigning a buddy/back-up key person to each child in case the key person is not available. Parents will be made aware of this to support the settling process and attachment
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the nursery until he/she is completely settled.



47. Transitions

EYFS: 1.16, 3.1, 3.27

At Yellow Penguin we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving rooms procedure

When a child is ready to move to a different room in the nursery, we follow the procedure set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents.

- The nursery will use our professional judgement on the individual needs of the child and when they are ready to move based on age/stage of development
- The child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings
- The child's key person will go with the child on these initial visits to enable a familiar person to be present at all times
- Wherever possible groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers they know
- Parents will be kept informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries
- Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis

Starting school or moving childcare providers



Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition
- We invite school representatives into the nursery to introduce them to the children
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences
- Where possible we plan visits to the school with the key person, or call the school. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We produce a comprehensive report on every child leaving the setting and with parental permission will share this with the school. We aim to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

Other early years providers

Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder, we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to the nursery manager and the key person to enable this support to be put into place.



48. Separated Family

EYFS: 3.27, 3.72

At Yellow Penguin Day Nursery we recognise that when parents separate it can be a difficult situation for all concerned. We understand that emotions may run high and this policy sets out how we will support the all parties in within the nursery including our staff team. The key person will work closely with the parents to build close relationships which will support the child's/children's emotional wellbeing and report any significant changes in behaviour to the parent. Parents will be signposted to relevant services and organisation for support for the whole family.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, **a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:**

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

Nursery registration

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.



We request these details on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.
- We will seek legal advice in the case of any disputes regarding the care/collection and sharing of information, where required to ensure we meet all legal requirements.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask the nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

49. Nappy Changing

EYFS: 3.27, 3.60, 3.73

Our procedures meet best practice identified by the Health Protection Agency (2011) in 'Best practice advice for nurseries and childcare settings'.

Information is shared about nappy changing and toilet training in a way that suits the parents and meets the child's needs. Parents will be engaged in the process of potty training and supported to continue potty training with their child at home.

We use appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation and serving areas and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a 'nappy sack' or plastic bag before being placed in the bin. Bins are foot-pedal operated, regularly emptied and placed in an appropriate waste collection area.
- Each child should have their own creams and lotions for any non-prescription cream for skin conditions e.g. Sudocrem. These are supplied by the parent/guardian and must be clearly labelled with the child's name. Alternatively, we use nursery own Sudocrem/nappy cream. Prior written permission is obtained from the parent (see Registration Form). When applying creams for rashes, a gloved hand is used.

Staff changing nappies will:

- Use a new disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves
- Clean disinfect and dry mats thoroughly after each nappy change; disposable towels/roll must be discarded after each nappy change
- Ensure they have all the equipment they need and access to fresh water before each nappy change.
- Remove gloves before returning to their room
- Wash hands afterwards

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

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works and who they will be working with
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks
- Training all staff in the appropriate methods for nappy changing



- Ensuring that no child is ever left unattended during the nappy changing time
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted; and that students only change nappies with the support and close supervision of a qualified member of staff
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the parent and carers as partner's policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy
- **Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors**
- Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the nursery
- Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines
- Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

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



50. Outdoor Play

EYFS: 1.1-1.6, 1.11 -1.15, 3.55,
3.58, 3.59,3.65

At Yellow Penguin Day Nursery we are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers.

We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop their large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively.

The outdoor areas, both within the nursery grounds and in the local community have a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play'. We ensure all areas are closely supervised and use of robust risk assessments, regular head counts and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the outings policy.

We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that both support and follow individual children's interests and link to our curriculum. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

Where activities take place away from the setting (e.g. in the local wood) then a mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and Safety
- Sun Care
- Caring for Babies and Toddlers
- Lost Child Policy
- Parents and Carers as Partners
- Supervision of Children
- Safeguarding and Child Protection
- Outings.

51. Caring for Babies and Toddlers

EYFS: 3.1, 3.2, 3.27, 3.32, 3.48,
3.49, 3.55, 3.58, 3.60, 3.61,
3.74.

At Yellow Penguin Day Nursery we care for ***children under the age of two*** and ensure their health, safety and well-being through the following:

- Implementing the EYFS requirements at all times and caring for babies in a separate base room with a maximum number of **9** children on a minimum ratio of 1:3
- Allocating each baby/toddler with a key person and working in partnership with their parent/carers to meet their individual needs and routines
- Children under the age of two have a separate Baby room and are cared for in small intimate groups. We ensure that younger children have opportunities to have contact with older children whilst at nursery
- At least half of the staff team caring for children under the age of two will have undertaken specific training for working with babies
- Care is taken to ensure that babies and toddlers do not have access to activities containing small pieces, which may be swallowed or otherwise injure the child
- The environment, resources and equipment are checked daily before the children access the area. This includes checking the stability of cots and areas around, low/highchairs and ensuring restraints on these, pushchairs and prams are intact and working
- All doors are fitted with viewing panels and door finger-guards to ensure the safety of children
- Outdoor shoes are removed or covered when entering the baby and toddler area(s).
- Play and learning is planned in line with children's individual interests and the EYFS learning and development requirements.
- Babies and toddlers have their nappies changed according to their individual needs and requirements by their key person wherever possible
- Information will be shared between parents and the key person about nappy changing and toilet training in a way that suits the child
- Potties are washed and disinfected after every use. Changing mats are wiped with anti-bacterial cleanser before and after every nappy change
- Each baby must have his/her own bedding which is washed at least weekly and when necessary
- Cot mattresses meet safety standards
- Children under two years are not be given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation
- We follow all cot death prevention/safety guidelines and advise parents of this information. Babies are always laid to sleep on their back, with their feet touching the foot of the cot
- Sheets or thin blankets will come no higher than the baby's shoulders, to prevent them wriggling under the covers. We make sure the covers are securely tucked in so they cannot slip over the baby's head
- Children's individual sleeping bags may be used in consultation with parents. These are washed at least weekly and when necessary
- Cots are checked before use to ensure no items are within reach i.e. hanging over or beside the cot
- All low/highchairs used for feeding are fitted with restraints and these are used at all times. Children are never left unattended in high chairs. Restraints are removed and washed weekly or as needed



- No child is ever left unattended during nappy changing time
- Babies are never left propped up with bottles as it is both dangerous and inappropriate
- Babies sleeping outside have cat/fly nets over their prams and prams must lie flat so children are supported
- Sleeping children are supervised at all times
- Safe sleep guidance is followed at all times. Checks on sleeping babies are completed every 10 minutes. This may increase to five minutes for younger babies and or new babies. Checks are documented with the time and staff initials on the sleep check form
- Where food/milk is prepared for babies there is a separate area within the kitchen which is specifically designated for this preparation
- Bottles of formula milk are only made up as and when the child needs them. These should be cooled to body temperature, which means they should feel warm or cool, but not hot, and should be tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely
- Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they will not be washed in the dishwasher)
- Contents of bottles are disposed of after two hours
- A designated area is available for mothers who wish to breastfeed their babies or express milk
- Labelled mothers' breast milk is stored in the fridge
- If dummies are used they will be cleaned and sterilised. This also applies to dummies which have been dropped (see separate dummy policy)
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Sterilisers are washed out and cleaned daily
- Children transfer to the older age group when assessed as appropriate for their age/stage following our agreed transition and settling procedures.



52. Multiple Birth Families Policy

Twins, triplets and other multiple birth children will have unique relationships with their sibling, different to any other relationship in the nursery so we will take this into consideration with all aspects of care and early learning.

To this end we will:

- Acknowledge multiple birth relationship as special and to be celebrated as well as enabling children to develop as individuals
- Explore each child's preferences, interests, needs and starting point
- Complete separate forms for each child to discover their routines (where age appropriate), specific requirements, dietary needs etc.
- Recognise each child and call them by name. Differences will be recognised and tuned into to enable each child to be seen as an individual
- Create "all about me" books for each child, including photos and special features
- Recognise and celebrate all individual achievements
- Report back on each child separately at the end of the day to the parents
- Consider separation if this is beneficial for their development. Parents, and where appropriate the children, will be involved in the decision for when, where and how this may occur (e.g. focused activities, outdoor play)
- Arrange parental consultations for each child. Each child will be compared against the peer group or against typical developmental benchmarks not compared to their sibling. Each child will receive the same time during the consultation as any other child in the setting. Assessments will be shared based on their individual progress and comparisons between the children will not be made, any concerns will be discussed as per SEND policy.
- Not expect each child to behave in the same manner, excel in the same areas or enjoy the same activities. If one child is not achieving at the expected rate then we would investigate the reasons why
- Ensure all staff are able to identify each child and know their name.



53. Use of Dummies in Nursery

EYFS: 1.1-1.6

At Yellow Penguin Day Nursery we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech, there are also other medical problems that can arise from dummies,

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).



54. Sleep

EYFS: 3.60

We aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. We make sure that:

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, you should turn them onto their back again, however once a baby can roll from back to front and back again, on their own, they can be left to find their own position
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping. Checks are recorded every 10 minutes on Sleep Chart, and babies are never left without staff supervision at all times
- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed
- As good practice we monitor **babies under six months or a new baby sleeping during the first few weeks every five minutes** until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding and ensuring babies are appropriately dressed to avoid overheating
- Only using safety-approved cots or other suitable sleeping equipment (i.e. pods or mats)
- Only letting babies sleep in prams if they lie flat and we have parents' written permission
- Not using cot bumpers or cluttering cots with soft toys
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords
- Ensuring every baby/toddler is provided with clean bedding
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest

We ask parents to complete sheets on their child's sleeping routine with the child's key person when the child starts at nursery and these are reviewed at timely intervals. If a baby has an unusual sleeping routine/position i.e. babies sleeping on their tummies, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so, in which case we would ask them to sign to say they have requested we adopt a different position or pattern on the sleeping babies form.

Staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Staff will discuss any changes in sleep routines at the end of the day and share observations



55. Bereavement

At Yellow Penguin Day Nursery we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.org 116 123

Priory: www.priorygroup.com 0800 691 1481

Child Bereavement UK: www.childbereavementuk.org 01494 568 900

Cruse Bereavement Care: www.crusebereavementcare.org.uk 0844 477 9400 helpline@cruse.org.uk

British Association of Counselling: www.bacp.co.uk

SANDS: www.sands.org.uk



56. Nutrition and Mealtimes

EYFS: 3.48 – 3.50

At Yellow Penguin Day Nursery we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times.

We are committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements.

We will ensure that:

- A balanced and healthy breakfast, midday meal, tea and two daily snacks are provided for children attending a full day at the nursery
- Menus are planned in advance, and in line with example menu and guidance produced by the department for education, these are rotated regularly and reflect cultural diversity and variation. These are displayed for children and parents to view
- All allergens are displayed alongside the menus to show the contents of each meal
- We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings
- Menus include at least **3 servings of fresh fruit and vegetables per day**
- Parents and children are involved in menu planning
- Only milk and water are provided as drinks to promote oral health. **Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated**
- Individual dietary requirements are respected.
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves
- **Staff support children to make healthy choices and understand the need for healthy eating**
- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Cultural differences in eating habits are respected
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert
- Children not on special diets are encouraged to eat a small piece of everything
- Children who refuse to eat at the mealtime are offered food later in the day
- Children are given time to eat at their own pace and not rushed



- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children
- We promote positive attitudes to healthy eating through play opportunities and discussions
- The nursery provides parents with daily records of feeding routines for all children
- **No child is ever left alone when eating/drinking** to minimise the risk of choking
- Children must be sitting down when eating to minimise the risk of choking
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets or biscuits. These will be given at mealtimes to prevent tooth decay and not spoil the child's appetite. Where we have frequent birthdays and celebrations we consider other alternatives such as celebrating through smiles and praise, stickers and badges, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song
- We **do** allow parents to bring in cakes on special occasions (see Allergy Policy for further details). We ensure that all food brought in from parents meets the above and health and safety requirements and ingredients that are listed within the Food Information for Consumers (FIR) 2014 and detailed in the allergens policy and procedure
- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.



57. Food Play

EYFS: 3.65

At Yellow Penguin Day Nursery we ensure any food we use for play with the children is carefully supervised. We will also use the following procedures to ensure children are kept safe:

- Choking hazards are checked and avoided
- We will not use whole jelly cubes for play. If we do use jelly to enhance our play then all jelly will be prepared with water as per the instructions and then used
- Small objects such as dried pasta and pulses will only be used for older children and under supervision
- All allergies and intolerances will be checked and activities will be adapted to suit all children's needs so no child is excluded
- All activities including food will be included on the planning sheets showing all allergens so all staff and parents are aware of the ingredients
- Children's allergies will be visible to staff when placing out food play activities to ensure all needs are met
- Any cooking activities will be checked prior to start to ensure all children are able use all the ingredients based on their individual needs
- We will not use food in play unless it enhances the opportunities children are receiving from the activity. Many of the food will be reused in other activities, especially the dry materials.

58. Parents and Carers as Partners

EYFS: 1.16 2.1, 2.3, 2.6, 3.27,
3.48, 3.69, 3.74,

At Yellow Penguin Day Nursery we believe that parents and staff need to work together in a close partnership in order for children to receive the quality of care and early learning to meet their individual needs. We welcome parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner to include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.

The key person system supports engagement with all parents and will use strategies to ensure that all parents can contribute to their child's learning and development. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- **Recognise and support parents as their child's first and most important educators** and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure nursery documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- **Ensure that all parents are aware of the nursery's policies and procedures.** Our full policy documents will be available to parents at all times on the parents board
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings and a parents' forum
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through Notice Boards
- Operate a key person system to enable parents to establish a close working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts and as they transition through the setting.



- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings will be held at least twice a year. The nursery will consult with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints procedure
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.



59. Conflict Resolution with Parents and Aggressive Behaviour Policy

EYFS: 3.80

If as a parent you have any concerns or issues you wish to raise with the nursery then please follow the Complaints Procedure. We have a zero tolerance on abusive calls, emails, social media contact and face to face confrontation. This policy will be followed in the event of any other visitors/member of the public displaying this type of behaviour either by phone, email, social media or in person.

Abusive Calls

The call taker receiving a call leading to abusive/aggressive will remain calm and professional and ask them to follow the complaints policy. If the abuse continues the call taker will end the call. Any abusive calls will be logged with an outline of the conversation.

Abusive Emails

The responder will ask the parents to come into the setting to speak in person, as per our complaints policy. If the emails persist the manager may seek legal action. All emails will be kept as evidence.

Social Media

If slanderous or abusive messages appear on any social media sites we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our complaints procedure. If slanderous/abusive messages continue we will seek legal action against the complainant.

In the event that any person inside the nursery starts to act in an aggressive manner at the nursery, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Remain calm and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour
- If the aggressive behaviour continues or escalates we will contact the police in order to ensure the safety of our staff team, children and families
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken
- Any aggressive behaviour from a parent could result in the withdrawal of a place for the child/ren. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff
- Management will provide support and reassurance to any staff member involved in such an incident
- Management will signpost parents to organisations/professionals that can offer support if applicable



60. Access and Storage of Information

EYFS: 3.69 – 3.72

At Yellow Penguin Day Nursery we have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention.

Parents are welcome to view the policies and procedures of the nursery which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or by accessing the file in **office or the display in reception**. The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these in line with the nursery's communications policy.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. **A copy of the certificate can be viewed in the reception**. All parent, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

The nursery's records and documentation that are required to be kept and stored by current legislation are performed in accordance with minimum legal archiving requirements. We currently archive these records for at least 24 years to ensure we are covered for any child protection concerns.

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our Privacy Notice

If Parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

This policy will be reviewed annually and amended according to any change in law/legislation.



61. Late Collection and Non-Collection

EYFS: 3.4, 3.7, 3.63

At Yellow Penguin Day Nursery we expect all parents to agree an approximate time to collect their child from the nursery. We give parents information about the procedures to follow if they expect to be late. These include:

- Calling the nursery as soon as possible to advise of their situation and give us an expected time of arrival
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after **10 minutes** has been allowed for lateness, we initiate the following procedure:

- The nursery manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails the manager will try the emergency contacts shown on the child's records
- The manager/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team
- The nursery will inform Ofsted as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process
- **In order to provide this additional care an initial late fee of £5 followed by £1.00 per minute will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.**

Contact numbers:

Name	Contact No
Social Services Emergency Duty Team	0121 675 4806
Ofsted	0300 123 1231



62. Admissions

EYFS: 3.28 – 3.31, 3.55, 3.58

At Yellow Penguin Day Nursery we care for children between the ages of **4 months and 5 years of age**

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions, we are mindful of staff: child ratios and the facilities available at the nursery.

The nursery will use the following admission criteria which will be applied in the following order of priority:

1. Looked after children
2. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery
3. A vulnerable child with either a Child Protection or a Child in Need Plan or Local Authority/Common Assessment Framework
4. Children who have siblings who are already with us
5. Children whose parents live within the area.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

Providers eligible to provide government funded places for early education

All settings registered to accept government funding (detailed in the code of practice) must offer free places for two/three to five year olds for early learning sessions specified by the local authority. At Yellow Penguin Day Nursery we currently provide free funded places available for children subject to availability. These places will be allocated on a first come, first served basis and can be booked a term in advance. **Please note for admissions for the free nursery education we have a termly intake, beginning the term following your child's second/third birthday.**

All funded sessions are now in line with the flexible arrangement as specified by the Government. Our usual funded sessions are 9am-12pm or 1pm-4pm daily. When you register your child for their funded place we will discuss your needs and the funded sessions available, as far as possible with availability and staffing arrangements, we will accommodate your wishes.



63. Child Arrivals & Collection

EYFS: 3.7, 3.63

At Yellow Penguin Day Nursery we give a warm welcome to every child and family on their arrival.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's key person). The staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. Photo identification or a password are also required where possible for the designated adult. Parents are informed about these arrangements and reminded about them regularly.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent, e.g. meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the late collection policy).

On departure, the staff member releasing the child must mark the child register immediately marked to show that the child has left the premises.

Adults arriving under the influence of alcohol or drugs

Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors

For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g. in the visitors' book. Please refer to supervision of visitors policy for further information.



OPENING THE FRONT DOOR & GATE PROCEDURE

1. There is controlled entry to the nursery via an intercom system. These are in place in the entrance lobby, front garden, and the office.
2. The front door is only to be opened by authorised staff.
3. A member of staff must open the front door to parents/ carers and children to greet them on arrival.
4. At busy times of day, a member of staff will be available to check who is entering, to answer the door/gate, and to check who is entering/leaving the building.
5. Make sure that you can see the person at the gate before buzzing them in. If you do not recognise them or cannot see them then ask who they are (over intercom or through the gate) before opening the gate.
6. If you are unsure whether to let someone in then ask the Manager on duty.
7. Make sure the front door and gate have fully shut and are locked after someone has entered.
8. No child should be handed over to anyone other than the known parent/carer or authorised persons unless a prior agreement has been made. If you are unsure then ask the Manager on duty.
9. All visitors are greeted by a senior member of staff and asked to show ID. Upon entering the building visitors are asked to sign in and the fire exits are pointed out. No visitor is left unsupervised with children under any circumstances.



64. Nursery Operational Plan

EYFS: ALL

At Yellow Penguin Day Nursery, we provide high quality affordable childcare for the local community. Quality childcare brings benefits for the whole community, enabling parents to return to work and combine employment with family life and enabling employers to retain and recruit employees from the local community.

We want parents to feel confident about the quality of care that is provided for their child in order for them to have no concerns for their child's health, welfare and early learning. To continuously develop our practice in line with policy, research, best practice and internal/external feedback. We ensure we update our business/action plan at least annually and combine this information. We regularly complete a self-evaluation cycle where we publish our opinions about the quality of our childcare and an action plan to implement emerging good practice from the sector. We welcome parent's opinions and contributions to the self-evaluation process and actively seek feedback through questionnaires, parents' evenings and informal discussion which is recorded.

In order for Yellow Penguin Day Nursery to run effectively and efficiently serve local community needs, it is important that we have an operational plan that is implemented, reviewed and revised on a regular basis. This plan is a blueprint for managing the nursery. It describes how the nursery is run and what type of service is provided. It describes the nursery service, the structure of the nursery, who is responsible and guidance on practices and procedures.

The plan is used by the nursery manager, staff, parents and outside agencies as a reference tool for general day-to-day practice and a tool against which to assess the quality of the service provided. We will review this policy on a regular basis **on a yearly basis**, using reflective practice, and make and implement any necessary changes following a review.

Suggested contents to be kept in your operational

Main index

The Early Years Foundation Stage

- Assessment and Progress Checks
- Care Objectives
- Key Person
- Equal Opportunities and Inclusion.

Safeguarding and Child Protection

- Emergency Contacts
- Designated Person(s).

Leadership and Management

- Suitable People
- Organisation Structure
- Senior Management Contacts
- Nursery Organisation Structure Chart
- Staff Deployment
- Training Analysis/Chart
- Checklist for New Starters.



Health and Medicines

- Names of the Staff who are Paediatric First Aid Trained
- Contingency Plans
- Accident and Medication Procedures.

Managing Behaviour

- Policy and Procedure.

Safety and Suitability of Premises, Environment and Equipment

- Emergency Evacuation Procedures
- Emergency Locations
- Policy and Procedure Documentation
- Health and Safety Documentation
- Daily Operations Statement
- Risk Assessments
- Outings.

Information and Records

- Registration Details for Child
- Occupancy and Daily Records
- Parent Pack
- Complaints and Compliments.

Business planning

- Mission and Vision Statement
- Inspection Report
- Important Information
- Nursery Plans
- Nursery Leaflet.

Emergency locations

Water main stop tap	Kitchen under sink
Gas point	Kitchen – meters in shutters by bins
Fuse box	Under stairs cupboard/laundry
Boiler	Boiler room in Toddler Room



COVID-19 POLICY

Our policy and procedures in response to COVID-19 have evolved and been changed a number of times based on feedback from staff, parents and children, as well as new guidance from the government.

The core government guidance for early years setting which we follow is here

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic>

Our policy is based on government advice at the time of writing. It should be read in conjunction with our **Infection Control Policy** and **COVID-19 Risk Assessment Checklist**. This policy and the associated risk assessment aims to limit the spread of the virus within the setting and sets out the additional measures we will take in order to limit the spread of COVID-19. These measures will apply until further notice.

Attendance

- Only children who are symptom free or have completed the required isolation period should attend the setting.
- Any child with a high temperature, a new continuous cough, or a loss/change of smell or taste must not attend for 10 days OR until they test negative for COVID-19 using a PCR test.
- The Nursery retains the right of refusal of all children, parents, staff and visitors who are suspected to have symptoms.
- Staff reserve the right to take children's temperature on arrival at nursery and will not admit any child with a high temperature.
- Routine temperature testing is not recommended as a reliable method for identifying coronavirus. However, we usually take a temperature if a child or accompanying parent/carer appears unwell.
- From 16 August 2021, children will no longer be required to self-isolate if they are a close contact of a positive COVID-19 case. Instead, children will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.

Drop Off & Collection

- Parents/Carers will no longer normally be permitted to enter the building. At drop-off/collection they will be met at the gate or front door by a member of staff who will receive or hand over their child.
- Only parents/carers who are symptom free and/or have completed the required isolation periods will be able to drop off and collect their child.
- Parents/Carers should maintain safe distancing of at least 2 metres whilst waiting to drop off or collect their children.
- If necessary we will stagger drop-off and collection times to minimize delays. However, please allow additional time for drop offs/collection.
- Where possible the same Parent/Carer should collect and drop off the child every day.
- Parents should ensure they do not leave travel accessories including bags, buggies, car seats, scooters inside the setting premises, but can leave items in the outdoor pram shelter.



- Children will not be permitted to bring items from home into the setting unless absolutely essential for their wellbeing.

Hand Washing

- All children and staff must wash their hands with soap and water for 20 seconds upon entry to the nursery. They should also wash hands before and after eating, if they cough or sneeze, after playing outside, using the toilet, and any physical contact.
- Children will be supported and supervised when hand washing
- All staff must complete training on Hand Hygiene.
- Hand washing facilities will be available at all times. Gel sanitisers will also be available in any areas where there are no immediate handwashing facilities.
- Staff and children will be reminded to wash their hands on a regular basis for a period of 20 seconds with soap and water and reminded of the importance of drying hands properly with the disposable towels.
- Staff will wash their hands more frequently, such as before preparing and serving food, after wiping children's noses, after cuddling children, after supporting toileting or nappy changing, after handling items brought in from outside the nursery, before eating, before touching their faces, and before leaving the nursery.
- All children will be reminded to catch coughs and sneezes in a tissue which will be disposed of immediately in a lidded bin (Catch It, Kill It, Bin It").

Minimising Contact

It is difficult to maintain distancing in a childcare setting. However, the following measures will be taken to minimise contact:

- Sleep mats and cots should be positioned to facilitate safe distancing.
- Outdoor education and activities will be encouraged as much as possible.
- Staff members should avoid physical contact with parents, visitors, and each other and maintain distancing as far as possible.
- We will seek to prevent the sharing of resources and stationery where possible
- Staff may wear face coverings if they wish.

Cleaning & Hygiene

An enhanced cleaning schedule is implemented. Checks will be carried out by managers to ensure that the procedures are being fully adhered to at all times.

- Toilets will be cleaned twice daily using standard cleaning products, and sprayed with disinfectant after each use.
- All high-contact surfaces, including tables, door handles, taps, and light switches will be disinfected twice daily.
- Blankets or bedding should be only used by one child, and washed every day at high temperature.
- Toys and resources should be cleaned at the end of each day, and any items that are not easily disinfected (such as fabric items) may be put away or have access limited
- Bins should be emptied before completely full, and at least once a day.



- Management will conduct regular stock takes of hygiene supplies and PPE (aprons, gloves, cleaning products). When stocks are low and cannot be sourced, other options may be considered, such as the use of washable tabards.
- All waste must be disposed of in a hygienic and safe manner. Used tissues to be immediately disposed of.
- Government guidance is that PPE is not required for general use in early years setting to protect against COVID-19 transmission. PPE will continue to be worn as normal for nappy changing and the administration of first aid.
- Windows will be kept open to ensure adequate ventilation.

Wellbeing & Education

- Children will be supported in age-appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing and sneezing into a tissue.
- Children will be supported to understand the changes and challenges they may be encountering as a result of COVID-19, and staff need to ensure they are aware of children's attachments and their need for emotional support at this time

Staff Attendance

- Only staff who are symptom free or have completed the required isolation period should attend the setting.
- Any staff member with a high temperature, a new continuous cough, or a loss/change of smell or taste must not attend for 10 days or until they test negative for COVID-19 using a PCR test.
- For any staff member living in a household where another person has a high temperature, a new continuous cough or a loss/change of smell or taste, the staff member must not attend nursery for at least 10 days or until they test negative for COVID-19 using a PCR test. This requirement to self-isolate does not apply if the staff member has been fully vaccinated against COVID-19 and does not have any symptoms.
- Any staff member contacted by Track & Trace and instructed to self-isolate is expected to self-isolate in accordance with the law and Public Health guidelines.
- Staff will be risk assessed if returning to work after a period of isolation or having had COVID-19.
- Staff should follow the nursery **Absence Management Procedure** and NHS guidelines.

Training

All staff members will receive appropriate instruction and training in infection control, hand hygiene, and the standard operating procedure and risk assessments within which they will be operating.

Visitors

As far as practically possible and visitors will not be permitted to the nursery unless essential (e.g. essential building maintenance). Where essential visits are required these will be made outside of the usual nursery operational hours wherever possible.

- Visitors must wash their hands/sanitize hands when entering the nursery unless they are wearing a fresh pair of gloves.
- All surfaces touched or objects handle by visitors must be sprayed with disinfectant and wiped down upon their departure.
- All visitors to remain strictly 2 metres away from staff.



- All visitors must wear a face covering while in areas of the nursery with children in them, or where they cannot stay 2m away from staff. This includes any person taking a tour of the nursery while it is open.
- Parents, staff, children or visitors must not enter the nursery if they are displaying any symptoms of COVID-19.
 - Visits will be kept to a minimum quantity and length of time, and will take place, as much as possible, when there are minimal numbers of children in the nursery. This includes prospective family visits, and any settle sessions with parents/carers.

Travel

- Wherever possible, staff and parents/carers should travel to the nursery alone, using private vehicles, walking, or cycling, rather than public transport.
- If public transport is necessary, government guidance² on the use of public transport must be followed, e.g. wear a face covering and avoid peak times.
- Staff should not wear uniform while on public transport, and should change into uniform when in the nursery.
- Outings from the setting will be suspended.
- Parents/carers and employees must us of any travel plans in or out of the country. It is vital that you observe government advice in respect of self-isolation rules when returning from abroad. If the government has advised 14 days self-isolation, you will still be required to pay fees for the time your child is absent.

We are very conscious that young children will get temperatures to help them to fight infections and colds. Snotty, red eyed, catarrh filled coughs are not thought to be symptomatic for COVID-19 and may not indicate that a child needs to undergo a coronavirus test. There is evidence that 'hayfever type symptoms' may be related to COVID-19 and we must all be diligent in monitoring this aspect.

Staff members will monitor the children in their care and will make reasonable judgements on whether a family is advised to undergo testing. We ask that families do the same and monitor their children's wellness, making the decision if they need to isolate, undergo testing, or are well enough to attend a nursery setting. If a child has a dry, continuous cough or a persistent temperature (over 24 hours) accompanied by flu or cold symptoms they will still be asked to book a coronavirus test.

PPE

- Current Government guidance is that PPE should not be required in general practice in nurseries to protect against COVID-19 transmission. PPE, such as aprons and gloves, will continue to be worn as usual for nappy changing and the administration of first aid.
- PPE will be worn when supervising a child with symptoms of COVID if it is not possible for the staff member to remain distanced from that child.

² <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#public-transport>



Responding to a suspected case

- If anyone becomes ill with a high temperature, a new continuous cough or a loss/change of smell or taste in the nursery they must be sent home and advised to follow the “Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection”.
- While awaiting collection, they should be isolated behind a closed door if possible, with appropriate adult supervision. A window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2m away from other people.
- The supervising staff member should try to maintain 2m distance. If contact with the child is necessary, then PPE - disposable gloves, apron, and a mask should be worn. The member of staff who has cared for the child who was taken unwell does not need to go home unless they develop symptoms. The staff member should wash their hands thoroughly for 20 seconds
- If the child needs to go to the bathroom while waiting to be collected, the bathroom should be cleaned and disinfected before being used again.
- The isolation area should be thoroughly cleaned in line with government guidance³, immediately if the area cannot be left unvisited, and if the area can be left unvisited then isolated and cleaned after 72 hours. The person responsible for cleaning the area should wear appropriate PPE.

Managing confirmed cases of COVID-19 in the setting

We will take swift action if we become aware that someone who has attended has tested positive for coronavirus (COVID-19). If this happens we will contact the local health protection team. This team will also contact settings directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the setting – as identified by NHS Test and Trace.

We will follow the advice of the local health protection team and carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

Any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and/or if the setting is advised to close as a result, will be reported to Ofsted through the usual notification channels.

Based on the advice from the local health protection team, we may send home those people who have been in close contact with the person who has tested positive, advising them to get tested or self-isolate.

The local health protection team will provide definitive advice on who must be sent home. To support them in doing so, we keep a record of:

- children and staff in specific groups/rooms (where applicable)
- close contact that takes places between children and staff in different groups/rooms

This should be a proportionate recording process. Settings do not need to ask staff to keep definitive records in a way that is overly burdensome.

³ <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>



We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those who are sent home do not need to self-isolate themselves unless the child or staff member who is self-isolating subsequently develops symptoms. If someone in a group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period, they should follow [COVID-19: guidance for households with possible coronavirus infection](#).

Further guidance is available on [Testing and tracing for coronavirus](#).