



Abbey Nurseries Ltd

Policies & Procedures

Updated January 2020

Updated to be used in conjunction with
Working Together to Safeguard Children March 2015
(A guide to inter-agency working to safeguard and promote the welfare of children)

At a staff meeting all present declared a renewed 100% commitment towards the good practice and to strictly comply with diligence to all the Abbey Nurseries Policies and Procedures

Introduction

Policies and procedures help to provide good quality provision. They do this by making clear to staff and parents what sort of setting we want to be and what has to be done to make this happen.

Section 3.3 in the Statutory Framework of the Early Years Foundation Stage requires providers to have written policies and procedures and to ensure all staff are given copies at their induction and that they are provided and explained to parents. We have rewritten our Policies and Procedures that follow the same numbering system to make it easy for all concerned to cross-reference every policy to the revised EYFS framework.

Index

The Safeguarding And Welfare Requirements

1. Child Protection - 3.4 to 3.8 (including Safeguarding, Mobile Phone, Camera and Social Networking Policies and Procedures) Prevent Duty, British Values, GDPR,
2. Suitable People - 3.9 to 3.13
3. Disqualification - 3.14 to 3.16
4. Staff taking medication/other substances - 3.17
5. Staff qualifications, training, support and skills - 3.18 to 3.25
6. Key person - 3.26
7. Staff: child ratios - 3.27 to 3.38

Health

8. Medicines - 3.42 to 3.44
9. Food and Drink - 3.45 to 3.47
10. Accident or Injury - 3.48 and 3.49
11. Managing Behaviour - 3.50 to 3.52 (including Biting Policy)

Safety and suitability of premises, environment and equipment

12. Safety - 3.53 and 3.54
13. Smoking - 3.55
14. Premises - 3.56 to 3.62
15. Risk Assessment - 3.63
16. Outings - 3.64
17. Equal opportunities - 3.66
18. Information and records - 3.67 to 3.70
19. Information about the child - 3.71
20. Information for parents and carers - 3.72
21. Complaints - 3.73 and 3.74
22. Information about the provider – 3.75
23. Changes that must be notified to Ofsted – 3.76 and 3.77

Other Policies and Procedures

Lock Down Procedure.

GDPR

British Values

Prevent Duty

County Lines

The following 6 pages are an extract of the Early Years Foundation Stage Framework Sections 1 and 2.

Policies and Procedures follow using the same numbering sequence as Section 3

Introduction

I. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

II. The Early Years Foundation Stage (EYFS) sets the standards that all early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

III. The EYFS seeks to provide:

- **quality and consistency** in all early Years settings, so that every child makes good progress and no child gets left behind;
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

IV. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the *areas of learning and development* which must shape activities and experiences (*educational programmes*) for children in all early year's settings;
- the *early learning goals* that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- *Assessment arrangements* for measuring progress (and requirements for reporting to parents and/or carers).

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

Overarching principles

VI. Four guiding principles should shape practice in early year's settings. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;

- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Section 1 – The Learning and Development Requirements

1.1 This section defines what providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

1.2 The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes (described below);
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
- The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

Wrap around and holiday providers

1.3 Wrap around and holiday providers should be guided by, but do not necessarily need to meet, all the learning and development requirements. Practitioners should discuss with parents and/or carers (and other practitioners and providers as appropriate) the support they intend to offer, seeking to complement learning in settings in which children spend more time.

³ Care offered before and after a school day, e.g. by an After School, club or by a childminder.

⁴ Provision exclusively in the school holidays.

The areas of learning and development

1.4 There are seven areas of learning and development that must shape the educational program in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

1.5 Providers must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- understanding the world; and

- Expressive arts and design.

1.6 Educational programmes must involve activities and experiences for children, as follows.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

1.7 Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

1.8 For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS; ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must

explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

1.9 Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

1.10 In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

1.11 Each child must be assigned a key person⁵ (a safeguarding and welfare requirement - see paragraph 3.26). Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

⁵ In childminding settings, the key person is the childminder.

1.12 A quality learning experience for children requires a quality workforce. A well qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children. Requirements in relation to staff qualifications are outlined in Section 3. Providers should regularly consider the training and development needs of all staff members to ensure they offer a quality learning experience for children that continually improves.

1.13 The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below.

The early learning goals

The prime areas

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Section 2 – Assessment

2.1 Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress, and observations that parents and carers share.

2.2 Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development. Parents and/or carers should be kept up-to-date with their child's progress and development.

Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Progress check at age two

2.3 When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving other professionals (for example, the provider's Special Educational Needs Co-coordinator) as appropriate.

2.4 Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time.

2.5 Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home. Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor, and/or a teacher (if a child moves to school-based provision at age three). Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. It should be provided in time to

inform the Healthy Child Programme health and development review at age two whenever possible (when health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit). Taking account of information from the progress check (which reflects ongoing, regular observation of children's development) should help ensure that health visitors can identify children's needs accurately and fully at the health review. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals, if they consider this would be helpful.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

2.6 In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

2.7 Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

2.8 Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (see paragraph 1.10). These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

2.9 Schools must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it. For children attending more than one setting, the Profile must be completed by the school where the child spends most time. If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.

2.10 The Profile must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Information to be provided to the local authority

2.11 Early years providers must report EYFS Profile results to local authorities, upon request⁸. Local authorities are under a duty to return this data to the relevant Government department. Providers must permit the relevant local authority to enter their

premises to observe the completion of the EYFS Profile, and permit the relevant local authority to examine and take copies of documents and other articles relating to the Profile and assessments. Providers must take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

Section 3 our Policies and Procedures

Policies and Procedures for The Safeguarding And Welfare Requirements

3.1

to

3.8

3.1 Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

3.2 We take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

3.3 Where providers other than childminders are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Childminders are not required to have written policies and procedures. However, they must be able to explain their policies and procedures to parents, carers, and others (for example Ofsted inspectors) and ensure any assistants follow them.

Child Protection

3.4 Abbey Nurseries is alert to any issues for concern in the child's life at home or elsewhere. We have and implement a policy, and procedures, to safeguard children. These are in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures includes an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting, Prevent duty and British Values.

Policies and Procedures for the Safeguarding and Welfare Requirements

Introduction to our setting's safeguarding children policy statement

3.4 (A)

At Abbey Place Day Nursery we will provide childcare in accordance with this statutory guidance re: WORKING TOGETHER TO SAFEGUARD CHILDREN and kept in the office at Abbey Place Day Nursery.

Our setting keeps the needs and best interests of children at the centre of everything we do. We aim to safeguard and promote the welfare of all children in our care by;

Providing a safe learning environment that builds their confidence and self-esteem;

- Where children's physical safety is protected
- Where children can talk and are listened to
- Where children do not experience bullying, harassment, racism or any other form of discrimination
- Where children's medical and health needs are met

Providing a positive and preventative curriculum that teaches and supports young children;

- To make good choices about healthy, safe lifestyles
- To ask for help if their health or well-being is threatened, including their emotional well-being

Working in partnership with mothers, fathers and carers;

- We are committed to developing and maintaining an honest and open relationship with mothers, fathers and carers
- We are committed to involving mother's, fathers and carers at all stages of a child's care and learning
- Mothers, fathers and carers understand our setting's safeguarding responsibilities and how we will implement them

Working in an inclusive way that helps every child;

- To feel accepted and included
- To develop confidence and self-esteem and fulfil their potential
- To receive an equal service regardless of their needs and circumstances

Working in an integrated way with other agencies that maximises opportunities for;

- Early identification of additional needs, early intervention and prevention
- Speedy intervention based on multi-agency co-operation
- Common methods of sharing information and assessing need e.g. use of the Common Assessment Framework, Information Sharing and the Lead Professional role

Having up-to-date safeguarding policies, procedures and guidance;

- Based on current national statutory guidance and the Early Years Foundation Stage Welfare Requirements
- Easily accessible to all staff and volunteers
- Understood and used by all staff, students and volunteers
- Reviewed annually

Having well trained staff and management who;

- Recognise their individual responsibilities to safeguard and promote the welfare of all children in their care
- Receive training and supervision appropriate to their level of responsibility and are clear and confident about what is expected of them
- Ask for advice and support to act on safeguarding concerns and take appropriate action

Purpose of this document

The purpose of this document is to outline our policy for responding to concerns regarding the safeguarding and protection of children and young people aged less than 18 years, including unborn children¹. This policy combined with the associated procedures provides guidance to all staff, students and volunteers who may come across concerns of this nature within the context of their work with us. These include:

- All members of our workforce, including early years practitioners and other staff;
- Students on placement;
- Volunteers;
- Individuals, consultants and agencies contracted by our service.

The policy seeks to promote effective multi-agency working in light of the Children Act 2004 and *Working Together to Safeguard Children* (2015).

Definition of safeguarding

Our setting adopts the definition of safeguarding used in the *Children Act 2004* and *Working Together to Safeguard Children* (2015), which focuses on safeguarding and promoting children, including unborn children, and young people's welfare and can be summarised as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

The following procedures relate to the first point, protecting children from maltreatment. **They set out** what to do when responding to specific concerns about the protection of children.

How our setting will put this safeguarding policy into practice

Our setting is clear that we are not the statutory authority for the conduct of enquiries into specific child protection concerns and **we will not investigate** allegations or suspicions of abuse or significant harm to children. All staff, students and volunteers will follow the current *Child Protection and Safeguarding Procedures* **to ensure that all allegations or suspicions of abuse or significant harm to any child are reported to the children's social care services** for the area where the child lives.

Our setting will **share all relevant information** with the respective statutory child protection agencies (children's social care services and/or police) without delay and within agreed protocols based on *HM Government Information Sharing guidance* (2008).

All staff, students and volunteers working for our setting will have a **good understanding of safeguarding and child protection concerns**, including the potential abuse and neglect of children and young people, which may come to light in the course of their work. Where a staff member, student or volunteer, at whatever level in the organisation, identifies risks to children, **they will highlight them and seek to ensure that appropriate steps are taken** to safeguard the children concerned.

We will ensure that all staff, students and volunteers and those who undertake work on our behalf, **maintain a proper focus on safeguarding children** and that this is reflected in both **sound individual practice and our internal policies and guidance**.

All staff, students and volunteers working with children must:

- Give highest priority to children's welfare
- Ask for advice and support to act on safeguarding concerns and take appropriate action
- Access relevant, up-to-date safeguarding and child protection training
- Recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children
- Respond appropriately to disclosure of abuse by a child
- Respond appropriately to allegations against staff, other adults, and against themselves
- Follow whistle blowing procedures to respond to concerns about potential wrongdoing in the setting
- Act appropriately and understand safe practice in carrying out their duties
- Be alert to the risks which abusers, or potential abusers, may pose
- Be aware of the importance of the role of early years services in promoting the welfare of children
- Contribute as necessary to all stages of the setting's safeguarding and protection processes

Should we have concerns about children's safety and/or welfare we will notify agencies

(See Safeguarding Policy and Procedure for contact details) with statutory responsibilities without delay.

This means the local children's social care services and in emergencies, the police.

Carla Parrish - Child Protection Officer at Abbey Place Day Nursery

Louise Midwood - Deputy Child Protection Officer at Abbey Place Day Nursery

Our nursery will 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 and to be safe from any abuse in whatever form.

To this end we will:

- create an environment to encourage children to develop a positive self-image
- encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- provide a safe and secure environment for all children
- always listen to children.

Abbey Nurseries has a clear commitment to safeguarding 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 at the earliest opportunity.

The legal framework for this policy is based on:

- Safeguarding Vulnerable Groups Act (2006)

Practitioners have a duty to safeguard and promote the welfare of children. Due to the many hours of care we are providing, staff will often be the first people to sense that there is a problem. They may well be the first people in whom children confide about abuse. The nursery has a duty to be aware that abuse does occur in our society. This statement lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to welfare issues including physical, sexual, emotional abuse or neglect.

Our prime responsibility is the welfare and well being of all children in our care. As such we believe we have a duty to the children, parents/carers and staff to act quickly and responsibly in any instance that may come to our attention. All staff will work as part of a multi-agency team where needed in the best interests of the child. All staff will be familiar with their own responsibilities to act swiftly upon any suspicions or concerns they may have about any child or member of staff at the nursery. The nursery will follow the procedures set out in the *Early Years Foundation Stage and Local Safeguarding Children Boards (LSCB's) Guidance *and* as such will seek advice on all steps taken subsequently. The nursery has a duty to report any suspicions around abuse to the local authority who have an obligation to investigate such matters.

Staff must not make comment either publicly or in private about any parents supposed or actual behaviour. Staff must raise any concerns initially with the manager. The manager will then discuss the matter with the registered person and appropriate action will be considered. Staff responsibilities do not include investigating the suspected abuse. However, the staff will keep accurate records of their observations, signed and dated, and of anything said to them by the child or others in connection with the suspected abuse. This information will be kept in a locked cabinet.

It is always important to listen to children. Strict confidentiality will be observed at all times. All our staff will receive training on the protection of children from abuse. It is the policy of the nursery to provide a secure and safe environment for all children. The nursery will therefore not allow an adult to be left alone with a child who has not received their enhanced DBS check clearance. As a nursery we will not be able to legally employ new staff unless they are DBS registered, (England and Wales). Further information is available at <https://www.gov.uk/disclosure-barring-service-check/overview>

The nursery aims to:

- ensure that children are never placed at risk while in the charge of nursery staff
- ensure that confidentiality is maintained at all times

- ensure that all staff are alert to the signs and understand what is meant by safeguarding and are aware of the different ways in which children can be harmed including by other children i.e. bullying.

- ensure that all staff are familiar with safeguarding issues and procedures.

- ensure parents are fully aware of safeguarding policies and procedures when they register with the nursery and kept informed of all updates when they occur

- Regularly review and update this policy.

Children will be supported by offering reassurance, comfort and sensitive interactions. Activities will be devised according to individual circumstances to enable children to develop confidence within their peer group.

Parents and families will be treated with respect in a non-judgmental manner whilst investigations are carried out in the best interests of the child.

Contact telephone numbers

- *Ofsted 0300 123 4666

- Local authority social services 0845 6037 634

Types of abuse

Physical abuse

Action will be taken under this heading 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.

Procedure:

- All signs of marks/injuries to a child, when they come into nursery, will be recorded as soon as noticed by a staff member

- The incident will be discussed with the parent/carer at the earliest opportunity

- Such discussions will be recorded and the parent/carer will have access to such records

- If there appear to be any queries regarding the injury, the Safeguarding Children's Board in the local authority will be notified.

Sexual abuse

Action will be taken under this heading if the staff team have witnessed occasions where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters, or had an inappropriate knowledge of adult sexual behaviour.

Procedure:

- The observed instances will be detailed in a confidential report

- The observed instances will be reported to the nursery manager

- the matter will be referred to the Safeguarding Children's Board in the local authority.

Emotional abuse

Action will be taken under this heading if the staff team have 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.

Procedure:

- The concern will be discussed with the parent/carer

- Such discussions will be recorded and the parent/carer will have access to such records

- If there appear to be any queries regarding the circumstances, the matter will be

referred to the Safeguarding Children's Board in the local authority.

Neglect

Action will be taken under this heading if the staff team have reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including failure to thrive.

Procedure:

- The concern will be discussed with the parent/carer
- Such discussions will be recorded and the parent/carer will have access to such records
- if there appear to be any queries regarding the circumstances the Safeguarding Children's Board in the local authority will be notified.

Recording suspicions of abuse and disclosures

Staff will make an objective record of any observation or disclosure and 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/injuries or marks seen
- Name of the person to whom the concern was reported, with date and time; and the names of any other person present at the time.
- Any discussion held with parent/carer.

These records are signed and dated and kept in a separate confidential file. All members of staff know the procedures for recording and reporting. It may be thought necessary that through discussion with all concerned the matter needs to be raised with the Local Safeguarding Children Board (LSCB) and Ofsted on 0845 6404040. Staff involved may be asked to supply details of any information they have concerns with regard to a child. The nursery expects all members of staff to co-operate with the LSCB and Ofsted in any way necessary to ensure the safety of the children.

All staff will attend safeguarding training within their first six months of employment, and receive initial basic training during their induction period.

Staff, Students and volunteers DBS Checks and Safety

We have a named person within the nursery that co-ordinates safeguarding and welfare issues. The designated person undertakes specific training and accesses regular updates to developments within this field.

The named person regarding safeguarding at the nursery is: The Nursery Manager

- We provide adequate and appropriate staffing resources to meet the needs of children
- 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
- All staff will be required to hold a DBS check and certificate and to subscribe to the Update Service also.
- We abide by Ofsted requirements in respect of references and police checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the nursery or has access to the children
- Volunteers, including students, do not work unsupervised
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would

otherwise have lead to dismissal for reasons of safeguarding children 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
- The deployment of staff within the nursery allows for constant supervision. Where children need to spend time away from the rest of the group, the door will be left ajar.

New Employees from August 2019 – if employees wish to except a place for their own children to attend the nursery, the agreement will be the child will attend the sister nursery opposite to which the employee mainly works in.

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the LSCB does not allow this. This will usually be the case where the parent is the likely abuser. In that case the investigating officers will inform parents.

Confidentiality

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

Support to families

- The nursery takes every step in its power to build up trusting and supportive relations among families, staff and volunteers within the nursery
- The nursery continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation
- 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 under the guidance of the LSCB
- 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.

Employees of the nursery

If an allegation is made against a member of staff, Ofsted, Care and Social Services and the Local Safeguarding Children's Board will be informed and this will be investigated. This may result in the nursery disciplinary procedure being followed.

The incident will be dealt with by the manager/registered person:

- A full investigation will be carried out to determine how this will be handled
- If the allegation could possibly interfere with the normal working of the nursery, the member of staff will be allocated to another area, after due consultation with all parties
- The nursery reserves the right to suspend any member of staff on full pay during an investigation
- All investigations/interviews will be documented and kept in a locked file
- Unfounded allegations will result in all rights being re-instated
- Founded allegations will be passed on to the relevant organisation (police) and will result in the termination of employment. Ofsted will be notified immediately of this decision. The nursery will be required to notify the Disclosure and Barring Service (DBS) to ensure their records are updated.
- counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.

3.4 (b) Policy and Procedure for Mobile phone and social networking

We believe our staff should be completely attentive during their hours of working, to ensure all children in the nursery receive good quality care and education. Mobile phones are not to be used during working hours. We also feel that restrictions need to be in place on staff when they access social networking sites. The nursery has a high reputation to upkeep and comments made on sites such as 'Facebook' could have an impact on how parents using the nursery view the staff.

- Mobile phones are not to be turned on during your working hours.
- Mobile phones must not be used unless on a designated break and then this must be away from the children, to be used only in the staff room, managers office or outside the nursery.
- Mobile phones should be stored safely in the **box** provided for this purpose in the Managers office at all times during the hours of your working day **or not brought into the nursery at all.**
- Staff must not post anything onto social networking sites such as 'Facebook' and Twitter etc. that could be construed to have any impact on the nursery reputation.
- Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the nursery. Failure to do so will result in Disciplinary action.
- If staff choose to allow parents to view their page on social networking sites then this relationship must remain professional at all time. Although this practise is not encouraged.
- If any of the above points are found to be happening then the member of staff involved will face disciplinary action, which could result in dismissal.
- Parents, visitors are discouraged from using/answering mobile phones while in the nursery. Poster on both doors in entrance displayed. **Policy and Procedure for Camera and Images**

3.4 (c)

All images, including those held within learning journeys will remain on site, unless prior explicit consent has been given by both the Senior Designated Person for Safeguarding and the parent or carer of any child or young person captured in any photograph. Should permission be given to take images off site, all relevant details are to be recorded, for example who, what, when and why.

Photographs must be disposed of should they no longer be required. It must be ensured that they will be returned to the parent or carer, deleted and wiped or shredded as appropriate. Copies are not to be taken of any images without relevant authority and consent from the Senior Designated Person for Safeguarding and the parent or carer.

A record of all consent details are to be kept on file. Should permission be withdrawn at any time, all relevant images will be removed and disposed of. The record will be updated accordingly.

Electronic items such as Ipads, Ipods, tablets, phones, which are brought in by the school aged children to the holiday club are only to be used under supervision from the Play-worker. No photographs/videos are to be taken with these devices under

any circumstances; they are only to be used during allocated sessions for electronic games relevant to Child's age.

Security

Statement of intent

All images are to be handled as personal data and deemed to be of a sensitive and confidential nature. It is to be recognised that damage or distress could be caused if security is to be breached.

The responsibility of being in a position of trust in handling such data must therefore be taken seriously.

The Senior Designated Person for Safeguarding is to be responsible for ensuring all information is handled appropriately and securely.

Should there be any concerns over breaches of security, the Senior Designated Person for Safeguarding and/or the registered person will be required to undertake an investigation as is to be deemed appropriate. All such incidents are to be recorded and where necessary reported to the relevant authorities.

Any actions which are to be identified as a result of any investigations must be implemented with immediate effect.

The parent or carer will reserve the right to refuse or withdraw their consent at any time. Partial or restricted consent may also be given where deemed necessary by the parent or carer.

Specific consent for the use of images for purposes other than those previously stated and agreed will be requested, for example, should images be required for publicity materials or to support the training needs of early year's practitioners and their managers. Such consent will detail how the photographs are to be used and for what period of time such permissions will cover.

Images must not be used for anything other than the stated purposes; unless additional revised consent is to be obtained. A copy of the relevant image will be stored with the specific consent form.

Images of children who are to no longer attend the early years setting will not be used, unless specific consent has been obtained to cover this extended period. consent to use images will lapse should a child leave the early years setting.

Images of children if held for which consent has never been given are not to be used, unless the specific consent of the parent or carer is to be obtained. Should it not be possible to obtain such consent, such images are to be returned to the individual concerned or destroyed.

3.5 Our practitioners are designated to take lead responsibility for safeguarding children in every setting. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSCB. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course¹⁰ that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described at paragraph 3.6).

3.6 Abbey Nurseries trains all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

These may include:

- significant changes in children's behaviour;
- Deterioration in children's general well-being;

- Unexplained bruising, marks or signs of possible abuse or neglect;
- Children's comments which give cause for concern;
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. Prior consent will always be obtained in writing before any images will be taken. Verbal consent will not be accepted under any circumstance. If it should not be possible to obtain prior written consent, no images will be taken involving the individual child or young person concerned.

Individuals who do not have parental responsibility, such as childminders, friends or other relatives will not be able to give such consent. Only consent provided by a parent or carer with parental responsibility is to be accepted.

3.7 Abbey Nurseries have regard to the Government's statutory guidance '*Working Together to Safeguard Children*'. If we have concerns about children's safety or welfare, we will notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.

3.8 Abbey Nurseries will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Abbey Nurseries will also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

3.5 The role of the Child Protection Officer

To enable the setting to meet the safeguarding responsibilities set out in this document, the Child Protection Officer should;

Supervision, Support and Training

- Provide support, supervision and advice for any staff member, volunteer or student with a safeguarding or child protection concern
- Ensure own safeguarding training is up to date by completing the Sheffield Early Years Safeguarding and Child Protection Training Programme (see Part 5 of this document for details)
- Provide safeguarding induction for new staff, students and volunteers
- Ensure that the whole staff group is appropriately trained and that a register is kept of staff who have completed Induction, Introductory and Advanced safeguarding and child protection training

Integrated Practice

- Co-ordinate the early identification of vulnerable children and families and the involvement of mothers, fathers and carers

- Co-ordinate the development of integrated practice for vulnerable children and families including using the Common Assessment Framework (CAF), and Team Around the Child (TAC)
- Liaise with, and make referrals to, appropriate agencies about children where there are safeguarding or child protection concerns, including children's social care services and the Local Authority Designated Officer (LADO)
- Co-ordinate and support the setting when working with a child who has a Child in Need or a Child Protection Plan

Ensuring that the setting is meeting its legal and statutory requirements, in liaison with the registered person

- Undertake an annual review and update of safeguarding and child protection policies and procedures
- Ensure that policies and procedures relating to safeguarding are fully implemented by the setting and followed by staff, students and volunteers
- Liaise with OFSTED about safeguarding concerns
- Set up and managing clear, accurate and secure record keeping systems

Who to contact within your setting about safeguarding concerns

The **Child Protection Officer** in this setting is:

Name Carla Parrish.....
 Job title...Senior Nursery Manager.....
 Contact telephone number01757 213526.....

The **Deputy Child Protection Officer** in this setting is:

Name.....Louise Midwood.....
 Job title...Deputy Manager.....
 Contact telephone number.....01757 213526.....

To discuss safeguarding concerns about the behaviour of any member of staff, student or a volunteer in this setting, contact the named Senior Officer for the setting who is:

Name...Carla Parrish.....
 Job title...Senior Nursery Manager.....
 Contact telephone number01757 213526.....

To discuss safeguarding concerns about the behaviour of the Manager in this setting, contact:

Name..... Mr Jit Patel.....
 Job title.....Principal.....
 Contact telephone number.....07766518105.....

To discuss concerns about possible wrongdoing in this setting, contact the named Senior Officer, nominated in our Whistleblowing policy, who is:

Name..... Carla Parrish.....

Job title..... Manager

Contact telephone number...01757 213526.....

Who to contact in other organisations about safeguarding concerns

Child at risk of Significant Harm

If you are concerned that a child or young person living in is at risk of significant harm, you should make a telephone referral as soon as possible to the Children and Families Services Area Office that covers the area where the child lives.

Children & Families Services Area Office	Contact numbers	Area Multi-agency Support Team (MAST)

Allegations of abuse by staff, students, volunteers or carers who work with children

If you are concerned that someone working with children may have harmed a child, you should also inform the **Local Authority Designated Officer (LADO)** as soon as possible via **Children Advisory Service** (Mon – Fri, 9 -5) on 01609532477

Referrals from a member of the public

If a parent or a member of the public wants to make a referral about a child or young person, they should telephone the relevant Children and Families Services Area Office as in the table above during office hours, or ring which is available 24 hours

Contacting North Yorkshire Police

In an emergency, **ring 999 to contact North Yorkshire Police.**

You can also contact **North Yorkshire Police on 08456060247** with any child protection concerns between 8am and 4pm. Out of hours contact **North Yorkshire Police Central Switchboard** on

Getting advice about your concerns for a child or young person

You can get advice from **Safeguarding Children Advisory Service** (Mon – Fri, 9 -5) on or by ringing the relevant **Children and Families Services Area Office** (numbers above)

Children with additional needs, but not at risk of significant harm

For advice about children with additional needs, but not at risk of significant harm, contact the for the area where the child lives.

Ofsted

To inform Ofsted about harm to a child or abuse committed by any person living, working, or looking after children at a registered setting, phone the **general Ofsted helpline 0300 123 1231**

To raise concerns about potential wrongdoing in a registered setting, you can phone the **general Ofsted helpline 0300 123 1231** or the **Ofsted whistle blowing hotline 0300 123 3155**. You do not have to give your name or contact details.

The revised EYFS Safeguarding and Welfare Requirements (2012) require every setting to have a **safeguarding policy and procedure** that is **in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB)** and that includes an explanation of the **action to be taken in the event of an allegation being made against a member of staff**

Recognising inappropriate behaviour displayed by members of staff or any other person working with children

The revised EYFS Safeguarding and Welfare Requirements (2012) now require every setting to ensure that staff *can recognise and respond in a timely and appropriate way to inappropriate behaviour displayed by other members of staff, or any other person working with children e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images*

In addition to the safeguarding policy and procedure that includes an explanation of the action to be taken in the event of an allegation being made against a member of staff, the following policies and procedures will enable the setting to demonstrate how it is meeting this requirement:

- Intimate care
- E-safety including an Acceptable Use Policy for the Setting
- Safer recruitment and selection
- Induction, supervision and appraisal
- Whistleblowing
- Prevent Duty/British Values
- GDPR
- County Lines

Policies relating to our other safeguarding roles and responsibilities as defined by the Statutory Framework for the Early Years Foundation Stage: Safeguarding and Welfare Requirements

Every setting will need policies and procedures in place to show how it will meet the **Statutory Framework for the Early Years Foundation Stage: Safeguarding and Welfare Requirements** in relation to:

- Administering medicines
- Allocation of staff in relation to qualifications and experience, staff ratios and key person role
- Behaviour management
- Changes that must be notified to Ofsted
- Complaints
- Equal opportunities
- Fire safety and emergency evacuation of the premises
- Health and safety including paediatric first aid
- Hygiene including food hygiene
- Illnesses, accidents and injuries
- Information recorded about the child
- Information provided for parents and carers
- Information recorded about the provider
- No smoking
- Safety and risk assessment relating to premises and equipment
- Safety and risk assessment relating to outings
- Procedure to be followed if a child goes missing from the setting
- Procedure to be followed if parent fails to collect a child at the appointed time
- Record keeping including the retention of records
- Suitable people including safer recruitment and selection, staff training, support and supervision
- Prevent Duty/British Values
- Lockdown Drill

Policies relating to our safeguarding responsibilities under Section 11 Children Act (2004)

3.5 to 3.8

Section 11 of the Children Act (2004) places a statutory duty on key organizations to make sure that they carry out their work in a way that takes into account the need to safeguard and promote the welfare of children.

In addition to having a safeguarding policy and procedure that includes the specific procedures to be followed in the event of an allegation against a member of staff or volunteer, the Section 11 Audit tool suggest that you should also have the following policies and procedures in place:

- Complaints
- E-safety
- Induction, supervision and appraisal
- Information sharing
- Integrated practice and interagency working
- Listening to children
- Recording
- Safer recruitment and selection
- Training
- Whistleblowing
- Working with parents

Policy documents that support your other safeguarding roles
Give details below of **where** these policies are kept in your setting.

In the Main Foyer and in the Managers Office

Procedures for responding to specific child protection concerns about a child at risk of significant harm

A procedure describes what staff, volunteers and students must do in particular circumstances and how they should do it, including setting out the limits of professional discretion.

If the procedure is not correctly followed, this may result in putting a child or young person at risk. In addition, the members of staff involved and the setting as a whole may be deemed to have committed a disciplinary offence or breached registration requirements.

On the other hand, if the procedure is followed correctly, staff will usually be deemed to have acted appropriately, even if something goes wrong.

Based on London Safeguarding Children Board descriptions

Section 1 – Scope of the Procedure

Our staff may become aware of child protection concerns in the course of their work from a number of routes;

- Raised by the child themselves,
- Through direct activity and observation.
- Alleged by others e.g. a member of the public contacting the setting or by a parental complaint.

The concern might relate to:

- What is happening (or has happened) to a child outside the setting e.g. in their own family.
- What is or may be happening (or happened in the past) to a child in our setting

The concerns may be **about the behaviour** of a:

- Child, young person or adult in the community (for instance a relative or family friend)
- Peer (for instance another child in our setting)
- Member of staff from our setting
- Member of staff from another service/setting received or attended by the child

The concern may relate to **actions** or **inaction** (for instance insufficient response by a parent in response to illness or injury to a child)

The concern may be about **a current situation or past events**

The concern may involve allegations or disclosures of;

- physical abuse
- physical neglect
- sexual abuse
- emotional abuse or neglect
- a combination of one or more of these categories

Staff and volunteers may receive this information by one or more means, such as through observation, discussion, the review of child records or accident forms, a telephone call, a letter, an email.

Any member of staff could receive such information.

In all circumstances they must **respond in accordance with the procedure set out in Part 3 of this document**

If the information relates to a concern, allegation or suspicion that a member of staff, or carer who works with children, may have harmed a child, they must also follow the procedures set out in Part 3 Section 7 of this document

Procedures for responding to specific child protection concerns about a child at risk of significant harm

Section 2 – Immediate action to take if, as a member of staff, volunteer, or student, you observe abuse in your setting; whilst it is taking place

This could take a number of forms, for example;

- Seeing an adult hit a child,
- Observing an adult using inappropriate restraint or language,
- Witnessing the neglect of basic care needs of a child.

First, do all you can to stop the abuse immediately without putting the child or young person, or yourself, at undue risk

- Inform the perpetrator of your concerns
- Advise him/her to stop the action immediately.
- Ask him/her to move to an area where there is no contact with children.
- Advise him/her that you will immediately inform the senior manager within the setting of what you have witnessed.

**In an emergency don't delay. Ring 999 for North Yorkshire Police
Don't put the child or yourself at any more risk!**

If the perpetrator fails to stop; take any appropriate action you can to separate the child and perpetrator, and **call for assistance**

If the perpetrator does stop, and even if they leave the scene as requested, it is essential that you **stay with the child** until you can transfer them to the care of another responsible adult.

Report the incident immediately to the Child Protection Officer or the Deputy Child Protection Officer, or your line manager.

- **Inform the setting's most senior person on site that day**
- **Take notes of what you have heard or seen and what has been said** - if it is not possible to take notes at the time, do so immediately afterwards. Keep the notes taken at the time, without amendment, omission or addition, whatever subsequent reports

may be written. The notes should be dated and signed. The notes should cover what you saw, who said what, what action you took, and the details of date, time and location and name of child and perpetrator.

The setting must now follow the steps in Section 5; *Identification of level of concern and next steps*

If the information relates to a concern, allegation or suspicion that a member of staff, student, volunteer or carer who works with children may have harmed a child, you must also follow the procedures set out in Section 7. In this case a senior manager in your organisation should contact the Local Authority Designated Officer (LADO) for advice about what to do next.

Recording

Give details below of how and where, in your setting, you will record details of this type of incident

If the Child Protection Officer or the Deputy Child Protection Officer is not available;

- In an emergency don't delay. **Ring 999 for North Yorkshire Police**
- Talk to the setting's most senior person on site that day, without delay
- Seek advice about your concerns from;
 - **Safeguarding Children Advisory Service**or
 - **Children and Families Services Area Office** that covers the area where the child lives (see Section 1; *Who to contact in other agencies about safeguarding concerns*)
- **Do not delay to action to protect the child because the CPO is not available**

Procedures for responding to specific child protection concerns about a child at risk of significant harm

Section 3 – Immediate action to take if, as a member of staff, volunteer, or student, you observe injuries or behaviour in a child that could indicate that he/she has suffered abuse, or is likely to suffer significant harm

This could take many forms for instance;

- A child has an **unexplained injury, bruise, mark** or other signs of possible abuse
 - A child has an injury, bruise or mark and the explanation given for how it was caused **is not consistent with the injury**
 - There are **significant changes** in a child's behaviour
 - The child shows signs of **significant neglect**, including **untreated medical conditions**
 - The child **makes comments** that give you cause for concern
-
- Stop other activity and focus on what you have seen or are being told. Responding to suspicion of abuse takes immediate priority.
 - **So long as it does not put the child at increased risk, ask the mother and father / carer** about what you have observed. You can **also ask the child** if he/she is old enough. Note what they tell you and how they behave.
 - If you decide **not to discuss your concerns** with the child's parent you must record this and the reasons why you made that judgement. You must also tell the Child Protection Officer

When not to discuss your concerns with mothers and fathers/caregivers

Practitioners should, in general, discuss concerns with the family and, where possible inform them that they are making a referral unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased risk of Significant Harm.

Situations where it **would not** be appropriate to inform family members prior to referral include where:

- Discussion would put a child at risk of significant harm
- There is evidence to suggest that involving the mother and father/caregivers would impede the police investigation and/or Children and Families Services enquiry
- Sexual abuse is suspected
- To contact mothers and fathers/caregivers would place you or others at risk
- Discussion would place one parent at risk of harm e.g. in cases of domestic abuse
- It is not possible to contact mothers and fathers/caregivers without causing undue delay in making the referral

- Take action to obtain **urgent medical attention** for the child, if required
- **Record what you have heard or seen, what has been said, and what you did.** Use a body map if this is helpful, but do not take photographs. If it is not possible to make notes at the time, do so immediately afterwards.
- Notes should be dated and signed by the staff member completing them and also by the parent if the child has arrived with a pre-existing injury.
- Keep the notes taken at the time, without amendment, omission or addition, whatever subsequent reports may be written.
- **Talk to the Child Protection Officer or Deputy Child Protection Officer without delay.** It is easier for Children and Family Services to act on a report of an existing injury rather than if they are told about it later.

If the information relates to a concern, allegation or suspicion that a member of staff, student, volunteer or carer who works with children may have harmed a child, you must also follow the procedures set out in Section 7.

If the Child Protection Officer or the Deputy Child Protection Officer is not available;

- Talk to the setting's most senior person on site that day, without delay
- Seek advice about your concerns from;
 - **Safeguarding Children Advisory Service**
 - or
 - **Children and Families Services Area Office** that covers the area where the child lives (see Section 1; *Who to contact in other agencies about safeguarding concerns*)
- **Do not delay taking action to protect the child because the CPO is not available**

Recording

Give details below of **how and where**, in your setting, you will **record details of this type of incident**

Procedures for responding to specific child protection concerns about a child at risk of significant harm

Section 4 – Immediate action to take if you receive an allegation or disclosure of possible significant harm to a child

Significant harm is

Actual or likely harm caused by sexual, physical, emotional abuse or neglect, **or** that involves witnessing harm to others e.g. domestic abuse, **and** that is sufficient to affect the child's or young person's normal physical, sexual, emotional, educational or social development

If you are in direct contact with the child or adult raising the concern, for instance in the course of a conversation with a child or mother and father/caregiver or through a telephone call;

- **Stop other activity and focus on what you are being told.** Responding to suspicion of abuse takes immediate priority.
- **Do not promise confidentiality** or agree to “keep it a secret”. Explain clearly to the person raising the concern about what you expect will happen next. You can assure them that you will only tell those you have to tell to try to get the matter dealt with.
- Give **support and reassurance** to the person giving you the information, that the matter will be dealt with quickly and appropriately.
 - **Work at the pace** of the person raising the concern. Do not rush them.
 - **Avoid expressing opinions** about what they are telling you
- **Use open questions** like “Can you tell me what happened?”
- **Repeat aloud what the child /adult has said** so that they know you are listening and have heard them correctly
- **Avoid asking leading questions** like “Did he do X to you?” or “How did he hurt the child” Leading questions and anything likely to suggest ideas or interpretations could jeopardise subsequent investigations or criminal proceedings.
- **Ask only what you need to know** to come to a judgement about whether abuse **may** have taken place and to gather factual details. You do not need full details but you do need sufficient information for an informed referral:
 - Details of the concern/allegation
 - Name, date of birth and address of the child
 - Additional relevant information regarding the child
 - Details of other agencies involved.
- **Consider whether immediate action is needed to secure the protection of any children or young people who may be at risk.** Think about the child or young person who is the immediate subject of the concerns, **and any other child or young person who may be at risk**, in the light of what you have been told or suspect.
- **If you are on site with any children who may be at immediate risk**, consider what action may be necessary to secure their safety. You will need to stay with those you

think are at immediate risk until you can transfer them to the care of another responsible adult. Then you will need to contact the setting's most senior staff member on site so they can take responsibility for further action

- **If you are not on site** with a child, discuss with the person raising the concern how they can keep the child safe, taking into account the child's wishes about any immediate protection if safe to do so. Check whether any other children may be at risk and consider what action is necessary to secure their immediate safety.

Then:

- **Report the incident immediately** to the Child Protection Officer or the Deputy Child Protection Officer, or your line manager.

And:

- Inform the setting's most senior person on site.
- **Take notes of what has been said, what you have heard or seen** - if it is not possible to take notes at the time, do so immediately afterwards. Keep the notes taken at the time, without amendment, omission or addition, whatever subsequent reports may be written. The notes should be dated and signed. The notes should cover what you saw, who said what, what action you took, and the details of date, time and location and name of child and perpetrator.

If the information relates to a concern, allegation or suspicion that a member of staff, student, volunteer or carer who works with children, may have harmed a child, you must also follow the procedures set out in Section 7. In this case a senior manager in your organisation should contact the Local Authority Designated Officer (LADO) for advice about what to do next.

If the Child Protection Officer or the Deputy Child Protection Officer is not available;

- Talk to the setting's most senior person on site that day, without delay
- Seek advice about your concerns from;
 - **Safeguarding Children Advisory Service**
 - **Children and Families Services Area Office** that covers the area where the child lives (see Section 1; *Who to contact in other agencies about safeguarding concerns*)
- **Do not delay taking action to protect the child because the CPO is not available**

Recording

Give details below of **how and where**, in your setting, you will **record details of this type of incident**

Record in Diary /Office

If you are not in direct contact with the person raising the concern, for instance if you have received a letter or email

- **Stop other activity and focus on what you are being told.** Responding to suspicion of abuse takes immediate priority.
- **Retain any written records including emails and letters.**
- **Follow the steps in Section 5**

Procedures for responding to specific child protection concerns about a child at risk of significant harm

Section 5 – Identification of level of concern and next steps

The Child Protection Officer in this setting is;

Name...Carla Parrish.....

Job title...Senior Nursery Manager.....

Contact telephone number.....01757 213526.....

The Deputy Child Protection Officer in this setting is;

Name..... Louise Midwood.....

Job title.....Deputy Manager.....

Contact telephone number.....01757 213526.....

Action to be taken by the Child Protection Officer

- The Child Protection Officer(CPO) should make a judgement about whether the allegation, suspicion or concern indicates **that the child or young person is suffering, or is at risk of, significant harm**
- The Child Protection Officer(CPO) should also make a judgement about whether the allegation, suspicion or concern relates to **a member of staff, student, volunteer or carer who works with children**

If any of the safeguarding concerns, allegations or suspicions that you have identified involve:

- A member of staff, student or a volunteer from your setting
- Someone who you know is employed in a paid or voluntary capacity to work with children or young people, including foster carers and respite carers;

Your setting must follow the procedures set out in Section 7

In this case a senior manager in your organisation should contact the Local Authority Designated Officer (LADO) for advice about what to do next.

Child at risk of Significant Harm

Significant harm is

Actual or likely harm caused by sexual, physical, emotional abuse or neglect, **or** that involves witnessing harm to others e.g. domestic abuse, **and** that is sufficient to affect the child's or young person's normal physical, sexual, emotional, educational or social development

If the child is suffering, or is likely to suffer significant harm, you must make a referral to the relevant Children and Families Services Area Office without delay

- If the Child Protection Officer (CPO) decides that the allegation or suspicion constitutes a child or young person suffering, or is at risk of, significant harm, he/ she must **make a telephone referral to the Children and Families Services Area Office, for the area where the child lives**
- You can find contact phone numbers for the **Children and Families Services Area Offices**;
 - In section 1 of this document; *Who to contact in other agencies about safeguarding concerns*
 - On Safeguarding Children Board website
 - By phoning the **Safeguarding Children Advisory Service** (Mon - Fri, 9 -5)
- Following the telephone referral, the CPO must **follow up the concerns in writing** to the relevant **Children and Families Services Area Office** within **24 hours**.
- If the child or young person has been the **subject of a CAF** (Common Assessment Framework) the CPO should **send a copy**, together with a copy of the multi-agency action plan, with the written confirmation. If your setting does not have a copy of the CAF, the CPO should make reference to the fact that it has been completed, detailing who undertook it and their contact details if known, in the written confirmation.
- If you need to refer a child or young person who you think is at risk of significant harm **outside of office hours**, you should ring the **Out of Hours Social Work Service**

Should I talk to parents before making a referral to Children and Family Services?

Practitioners should, in general, discuss concerns with the family and, where possible inform them that they are making a referral unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased risk of Significant Harm.

Situations where it **would not** be appropriate to inform family members prior to referral include where:

- Discussion would put a child at risk of significant harm
- There is evidence to suggest that involving the mother and father/caregivers would impede the police investigation and/or Children and Families Services enquiry
- Sexual abuse is suspected
- To contact mothers and fathers/caregivers would place you or others at risk
- Discussion would place one parent at risk of harm e.g. in cases of domestic abuse
- It is not possible to contact mothers and fathers/caregivers without causing undue delay in making the referral

A decision by any practitioner not to seek parental permission before making a referral to Children's Social Care must be approved by their manager, recorded and the reasons given.

Where a parent has agreed to a referral, this must be recorded and confirmed in the referral

Where the parent is consulted and refuses to give permission for the referral, further advice and approval should be sought from a manager or the Designated Senior Person or Named Practitioner, unless to do would cause undue delay. The outcome of the consultation and any further advice should be fully recorded.

If, having taken full account of the parent's wishes, it is still considered that there is a need for a referral:

- The reason for proceeding without parental agreement must be recorded
- The Children's Social Care team should be told that the parent has withheld her/his permission
- The parent should be contacted by the referring practitioner to inform her/him that after considering their wishes, a referral has been made

Recording

Give details below of how and where, in your setting, you will record details of a referral to Children and Families Services

Diary in Office

Getting advice about your concerns for a child or young person
If you need advice or want to talk over your concerns about a child or young person you can contact;

- **Safeguarding Children Advisory Service**

- The relevant Children and Families Services Area Office

Contacting North Yorkshire Police

- **In an emergency, ring 111 to contact North Yorkshire Police**

Child in need of services

If the Child Protection Officer (CPO) decides that the level of concern indicates that the child **is in need of services but is not at risk of significant harm**; the setting should work with the family to identify the child's needs and how they can be met, using the **Common Assessment Framework (CAF)**.

Once a CAF has been completed, the setting will follow the guidance laid out for providing support for children with additional needs.

- If the child and their family require a multi-agency support package, then the CPO should send an up-to date CAF to the relevant MAST (Multi-Agency Support Team) for consideration at an internal allocation meeting or at the Multi Agency Allocation Meeting.
- The CPO can also contact the relevant MAST (Multi-Agency Support Team) for **advice about services** that are available to meet the child and families needs
- You can find contact phone numbers for the **Multi-Agency Support Team** on the Safeguarding Children Board website:

Recording

Give details below of **how and where** in your setting you will make a record of a **child's additional needs** and **how you will work with other services** to meet them

Procedures for responding to specific child protection concerns about a child at risk of significant harm

Section 6 - Follow up after making a referral to Children and Families Services

Our setting will make a full contribution to any process of assessment and work with the family including by;

- Following up the progress of the referral and providing additional information as required
- Contributing to an initial child protection conference including providing a written report
- Contributing to a child in need or child protection plan
- Being part of the core group (The core group is responsible for developing the child protection plan as a detailed working tool and implementing it, within the outline plan agreed at the conference)
- Attending core group meetings, review case conferences and child in need meetings

Recording

Give details below of **how and where, in your setting, you will record details of work with a child and family **following a referral to Children and Families Services****

Section 7 – Dealing with an allegation about a member of staff, student, volunteer or carer who works with children or young people

If any of the safeguarding concerns, allegations or suspicions that you have identified involve:

- A member of **staff, student or a volunteer from your setting**
- Someone **from any organisation** who is **employed in a paid or voluntary capacity** to work with children or young people, **including foster carers and respite carers;**

Identifying a designated senior manager in your setting with responsibility in respect of allegations against staff, volunteers or students

- Your setting should identify a **named senior manager** to take responsibility for handling allegations against staff, volunteers and students in your setting.
- This person may also be the designated lead for safeguarding within the setting (Child Protection Officer)
- This person may also be the named Senior Officer, nominated in your setting’s whistle blowing policy
- Your setting should identify another senior person to take on the role in his/her absence, or in the event of concerns being raised about the named lead manager’s own behaviour

The designated senior manager in this setting with responsibility in respect of allegations against staff, volunteers or students is;

Name.....Carla Parrish.....

Job title.....Senior Nursery Manager.....

Contact telephone number.....01757 213526.....

If the designated senior manager in this setting with responsibility in respect of allegations against staff, volunteers or students is not available, contact;

Name..... Louise Midwood.....

Job title Deputy Manager.....

Contact telephone number.....01757 213526.....

Recognising and responding to an allegation about a member of staff, volunteer, student or carer who works with children

There are a number of sources from which a complaint or allegation might arise including:

- A child or adult
- A parent
- A member of the public
- A disciplinary investigation

A person to whom an allegation or concern is reported should:

- Treat the matter seriously
- Avoid asking leading questions
- Keep an open mind
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age and understanding and preferred language or communication style **but not question the child or investigate further**
- Make a written record of the information (if possible in the informant's own words) that includes:
 - When the alleged incident took place (time and date)
 - Who was present
 - What was said to have happened
- Sign and date the written record
- Report the matter immediately to the designated senior manager, or named deputy in his/her absence or where the senior manager is the subject of the allegation

Initial action by the designated senior manager

The designated senior manager **should not investigate the matter** by interviewing the accused person, the child or potential witnesses, but should:

- Obtain **written details of the allegation**, signed and dated by the person receiving the complaint, or allegation (not the child/person making the allegation).
- **Countersign and date** the written details.
- **Record any other information** about times dates and location of incident(s) and names of any potential witnesses.
- **Record discussions** about the child and/or member of staff, any **decisions** made, and the **reasons** for those decisions.

When there is an allegation that a person who works with children has:

- **Behaved in a way that has harmed a child**, or may have harmed a child
- Possibly **committed a criminal offence against or related to a child**
- Behaved towards a child or children in a way that **indicates s/he is unsuitable to work with children** in connection with his/her **employment or voluntary activity**, or where:
 - Concerns arise about the person's behaviour with regard to his/her own children
 - Concerns arise about the behaviour in the private or community life of a partner, member of the family or other household member.

If the allegation meets any of the criteria listed above,

- The named lead manager should **report it to the Local Authority Designated Officer (LADO)** within **1 working day**.
- Referral should not be delayed in order to gather information

Contacting the Local Authority Designated Officer (LADO)

- You can contact the LADO via
- If a concern or an allegation requiring immediate attention is received outside normal office hours the CPO should consult straight away with the **Out of Hours Social Work Service** on; or **local police** and also ensure that the **LADO is informed the next working day**
- Following the telephone referral, the named lead manager will **confirm the concerns in writing to the LADO**

Child at risk of Significant Harm

- If the allegation or suspicion involves a child or young person suffering, or at risk of, significant harm, the named lead manager or Child Protection Officer (CPO) must **also make a telephone referral to the Children and Families Services Area Office, for the area where the child lives**
- You can find contact phone numbers for the **Children and Families Services Area Offices**;
 - In section 1 of this document; *Who to contact in other agencies about safeguarding concerns*
 - On the Safeguarding Children Board website
 - By phoning the **Safeguarding Children Advisory Service**
- Following the telephone referral, the named lead manager or CPO must **follow up the concerns in writing** to the relevant **Children and Families Services Area Office** within **24 hours**. This should include information as listed

Contacting the person with overall management responsibility for your setting

If the concerns, allegations or suspicions relate to a **staff member, student or volunteer working in your setting**,

- The named lead manager should **notify the person with overall management responsibility** for your setting e.g. senior manager, owner, Chair of management committee, **on the day the concerns are raised**, unless the concerns relate to this person
- In this case the named lead manager should **seek advice from the LADO and Ofsted**

3.8 - Contacting Ofsted

If the concerns, allegations or suspicions relate to a **staff member, student or volunteer working in a registered setting**;

- The named lead manager should notify Ofsted within one working day on **0300 123 1231**

A registered provider who without reasonable excuse, fails to comply with this requirement commits an offence

Roles and responsibilities of the Local Authority Designated Officer

The Local Authority Designated Officer will:

- Oversee the management of individual cases
- Provide advice and guidance to the organisations involved, in particular employers and voluntary organisations
- Liaise with the police, social care and other agencies
- Monitor the progress of cases to ensure that they are dealt with as quickly as possible consistent with a through and fair process

Initial consideration by the designated senior manager and Local Authority Designated Officer

The designated senior manager from the setting and the LADO will decide:

- If the allegation is within the scope of the SSCB procedures
- Whether there is evidence or information that establishes that the allegation is false or unfounded

■ Whether further information is required

Strategy Discussion and Initial Evaluation Discussion

- If there is cause to suspect that a child is suffering or likely to suffer significant harm, or a police investigation may be required, the designated senior manager may be required to take part in a strategy discussion.
- The LADO will arrange for a Strategy Discussion to take place as soon as possible. Wherever practical the Strategy Discussion should take the form of a face to face meeting with a dedicated minute taker
- The purpose of the strategy discussion includes to:
 - Review the information available about the accused person
 - Decide whether there should be a children's social care enquiry and/or a police investigation
 - Consider the need for a parallel disciplinary process
 - Scope and plan enquiries, allocate tasks and set timescales
 - Agree protocols for monitoring progress by the LADO

You can find more information about Strategy Discussions in Sheffield Child Protection and Safeguarding Procedures 7.2 Allegations against Persons who work with Children section 4.6

Disciplinary process or assessment regarding suitability

The LADO and designated senior manager in your setting should discuss and agree what action is appropriate where:

- Investigations by the police or enquiries by Children's Social Care are not required
- A criminal investigation and any subsequent trial is complete or an investigation is to be closed without charge or a prosecution discontinued

The discussion should consider any potential misconduct or gross misconduct on the part of the staff member and take into account:

- Information provided by the police and/or Children's Social Care
- The result of any investigation or trial taking into account the different standard of proof in disciplinary and criminal proceedings

The options will range from no further action to summary dismissal or not using the person's services in future.

You can find information including timescales and a useful flow chart about how to manage this sort of disciplinary process in Sheffield Child Protection and Safeguarding Procedures 7.2 Allegations against Persons who work with Children section 4.6

Contacting the Independent Safeguarding Authority (ISA)

If you **dismiss a member of staff or volunteer because they are unsuitable to work with children**, under the Safeguarding Vulnerable Groups Act 2006, you are required to inform the Independent Safeguarding Authority (ISA). ISA helpline **0300 123 1111** 8am to 5.30pm Monday to Friday

The statutory guidance *Working Together to Safeguard Children*, updated in 2010, makes it clear that all organisations that provide services for, or work with children, must have appropriate whistleblowing procedures, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed by the organisation.

APPENDIX TO SAFEGUARDING POLICY

THE PREVENT DUTY AND PROMOTING BRITISH VALUES

From the 1st July 2015 all schools registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty. Here at Abbey Nurseries we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will.

- . Provide appropriate training for staff as soon as possible. Part to this training will enable staff to identify children who may be at risk of radicalisation.

- . We will build the children's resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views (for early years providers the statutory framework for the EYFS sets standard for learning, development and care for children from 0-5, thereby assisting their personal, social, and emotional development and understanding of the world.)

- . We will assess the risk, by means of a formal risk assessment, of the children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

- . We will ensure that our staff understands the risks so that they can respond in an appropriate and proportionate way.

We will be aware of the online risk of radicalisation through the use of social media and the internet.

- . As with managing other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views) The key Person approach means we already know our key children well and so we will notice and changes of behaviour, demeanour or personality quickly.

. We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The Key Person approach means that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.

. We will work in partnership with our Safeguarding Officer/Local Authority LADO for guidance and support.

. We will build up effective engagement with parents/carers and families. (This is important as they are in a Key position to spot signs of radicalisation)

. We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

. We will ensure that our Management team undertake LA awareness training (as a minimum) so that they can offer advice and support to other members of staff.

. We will ensure that any resources used in nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

County Lines Policy

We are aware of looking for changes in character in parents/staff/children. If we have concerns we report to our Line Manager. All staff are made aware of the crossing of county lines, where children maybe groomed by other teenage children to sell on drugs ect by crossing county lines so not known by the LA. Staff are offered training in this area of safeguarding. If concerns are raised contact local police for advice.

Child Protection Whistleblowing Policy

This guidance is written for all employees and volunteers working at Abbey Nurseries and should be read in conjunction with all our other Safeguarding Policies and Procedures including the Ofsted Whistleblowing Policy’.

Key workers must acknowledge their individual responsibilities to bring matters of concern to the attention of the Manager of each nursery as the Child Safeguarding and Protection Officer Childcare Services and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concern out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I am wrong—think what if I am right.

Reasons for whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour.
- To prevent the problem worsening or widening.
- To protect or reduce risks to others.
- To prevent becoming implicated yourself.

What stops people from Whistleblowing?

- Starting a chain of events which spirals.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner it is possible for action to be taken.
- Try to pinpoint what practice is concerning you and why.
- Approach someone you trust and who you believe will respond.
- Make sure you get a satisfactory response—don't let matters rest.
- Put your concerns in writing on a ‘Confidential Incident Record’ form.
- Discuss your concerns with the Manager.
- A member of staff is not expected to prove the truth of an allegation, but you will need to demonstrate sufficient grounds for the concern.
- The Manager of Childcare Services will undertake an investigation into your concerns and offer you support.

People to contact

Deputy Manager – Louise Midwood

Senior Nursery Manager . Carla Parrish

Policy and procedure for Suitable People

3.9 **to** **3.13**

3.9 Abbey Nurseries ensures that people looking after children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable

3.10 We obtain an enhanced criminal records disclosure in respect of every person aged 16 and over who:

- works directly with children;
- works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

3.11 We have informed and requested that all staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). We do not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

3.12 We record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records disclosure, reference number, the date a disclosure was obtained and details of who obtained it).

3.13 We meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.

Policy and Procedure for Safeguarding Procedure for Vulnerable People (under the Vulnerable groups act 2006)

3.13

A vulnerable adult is a person, aged eighteen and over, 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation' (Department of Health, 2000). The **Safeguarding Vulnerable Groups Act 2006** defines a vulnerable adult as someone aged eighteen and over who:

- *is in residential accommodation*, (Section 59 (2)(a) indicates this in connection with care or nursing or a residential special school)
- *is in sheltered housing*,
- *receives domiciliary care*,
- *receives any form of health care*,
- *is detained in lawful custody*,
- *is by virtue of an order of a court under supervision by a person exercising functions for the purposes of Part 1 of the Criminal Justice and Court Services Act 2000 (c. 43)*,
- *receives a welfare service of a prescribed description*, (Section 16 (5)(a) indicates this includes counselling or advice)
- *receives any service or participates in any activity provided specifically for persons who has particular needs because of his age, has any form of disability or has a prescribed physical or mental problem*. (Dyslexia, dyscalculia and dyspraxia are excluded disabilities) Safeguarding Policy/Nov 2010 NJR 2
- *receives payments (directly or via payments made to another on his behalf) in pursuance of arrangements under section 57 of the Health and Social Care Act 2001 (c. 15), or*
- *requires assistance in the conduct of his own affairs*. (Section 59 (10)(a) indicates this is where a lasting power of attorney exists)

1.3 Why is Safeguarding for vulnerable adults necessary at (AFDN)?

(AFDN) has frequent contact with children through the care it provides including taster days, summer schools, and adults, as College students and other and through agencies dealing with other learning opportunities. We also take pride in supporting vulnerable adults in their studies, not only by including courses specifically for adults with learning and other disabilities eg. Dyslexia. Section 175 of the Education Act 2000, which reinforces the Children Act 1989, places a statutory duty on governing bodies of schools and colleges to promote the welfare and safety of children. The Safeguarding Vulnerable Groups Act 2006 and Regulations 2006 extend this statutory duty to safeguard vulnerable adults. The Safeguarding Vulnerable Groups Act 2006 places a legal obligation on (AFDN) to ensure that every person who wants to work or volunteer to work with children and vulnerable adults is duly registered with the Independent Safeguarding Authority (when fully operational) and has been assessed using data gathered by the Criminal Records Bureau (CRB), including relevant criminal convictions, cautions, police intelligence and other appropriate sources.

2 STATEMENT OF POLICY

Abbey Place Day Nursery is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults, engaged in the breadth of its activities by ensuring that there are appropriate arrangements in place to enable it to discharge its duty to provide a safe and secure environment and to deal with issues concerned with suspected or reported abuse of children and vulnerable adult's .

Abbey Place Day Nursery seeks to ensure that its policy and procedures comply with statutory

duties; reflect guidance and good practice in safeguarding children and vulnerable adults; and that safeguarding arrangements are proportionate and based upon common sense.

Abbey Place Day Nursery (APDN) recognises that it has a duty to help staff and students recognise their responsibilities (through guidance, support and training), minimise risk and avoid situations (where possible) where abuse or neglect might be alleged.

(APDN) will ensure that processes are in place to check the suitability of staff and students working directly with vulnerable adults and children. Some staff and students across the (APDN) might be in contact with vulnerable adults in the course of their provision, the hosting of students for course work, or other work. There is a commitment that such staff and students have satisfactory Criminal Records Bureau (CRB) disclosures, at an appropriate level, before working with vulnerable adults. (APDN) takes seriously its duty of pastoral care and will be proactive in seeking to prevent vulnerable adults becoming the victims of abuse or neglect. It will do this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds Safeguarding Policy/Nov 2010 NJR 3
- By identifying a member of the staff (Manager Mrs. Carla Parrish) with overall responsibility for vulnerable adult matters.

By informing vulnerable adults of their rights to be free from harm and encouraging them to talk to (AFDN) staff if they have any concerns.

Through the ongoing programme of support, at an appropriate level, to promote self-esteem and social inclusion and address the issue of the protection of vulnerable adults in the wider context

3. SCOPE OF POLICY

This Policy applies to all staff and business support staff employed by (APDN) temporary staff and volunteers. All have a legal responsibility to take seriously any vulnerable adult concerns that come to their attention and follow the procedures given.

Subcontractors must be informed of this Policy and deal with any concerns reported to them by contacting the Designated Person with responsibility for Vulnerable Adult Protection in College.

Staff who have concerns about vulnerable people or the behaviour of adults towards them can use this Policy to ensure they are taken seriously.

It is not (AFDN) responsibility to investigate abuse, should it occur. Nevertheless, it has a duty to act if there is a cause for concern and to notify the appropriate North Yorkshire agencies so that they can investigate and take any necessary action.

Policy and procedure for Disqualification

3.14

3.15

3.16

3.14 'In the event of the disqualification of a registered provider, a person living in the same household as the registered provider, or a person employed in that household, the provider must not continue as an early year's provider – nor be directly concerned in the management of such provision'.

Where we become aware of relevant information which may lead to disqualification of an employee, the we will take appropriate action to ensure the safety of children. In the event of disqualification of a person employed in early years provision, the we will not continue to employ that person'.

3.15 Abbey Nurseries Ltd will give Ofsted the following information when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- a certified copy of the relevant order (in relation to an order or conviction).

3.16 The information will be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

Policy and procedure for Staff taking medication/other substances

3.17

3.17 Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. We ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.

Alcohol & other substances Policy

It is the policy of Abbey Nurseries Ltd. to show zero-tolerance to staff who are under the influence of alcohol or other substances whilst on the premises whether or not they are directly caring for children. These staff will be removed from the premises immediately and action under the Disciplinary Procedure will begin immediately.

However if a member of staff is found to be, or reports that they are unexpectedly and adversely, influenced by prescription medication they will be asked to leave the premises and seek medical advice.

It is a member of staff's responsibility to ensure that any prescribed medication does not impair their ability to work normally.

Staff medication on the premises will be securely stored, and out of reach of children, at all times.

Alertness Policy

It is the policy of Abbey Nurseries Ltd that when any staff or work experience students when working to be alert and awake while on the premises performing their duties. Any member of staff or student found to be in an altered state will be required to leave the premises immediately. If a member of staff, then it will be considered gross misconduct. If a student they will be asked to leave the premises and not be invited back for further work experience.

Policy and procedure for Staff qualifications, training, support & skills

3.18 **to** **3.25**

3.18 We ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues

3.19 We put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

3.20 Supervision/Appraisal's provides opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

3.21 The manager Carla Parrish holds a full and relevant level 5 qualification and at least half of all other staff must hold at least a full and relevant level 3 qualification. We ensure there is a named deputy who, in our judgement, is capable and qualified to take charge in the manager's absence.

3.22 We ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff. We support our staff to improve their qualification levels wherever possible. For staff without a relevant qualification., We are supporting them to obtain at least relevant level 2 qualification.

3.24 All staff have a current paediatric first aid certificate and must accompany children on outings. First aid training is allocated to all staff members, new staff members are placed on this training as soon as able, to ensure all staff have first aid training, is local authority approved and is relevant for workers caring for young children. Any assistant who might be in sole charge of the children for any period of time, will hold a current paediatric first aid certificate.

3.25 We ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. For example, so that we are in a position to keep records in English, to liaise with other agencies in English, to summon emergency help, and to understand instructions such as those for the safety of medicines or food hygiene

Qualifications, training, skills & knowledge Policy

It is the policy of Abbey Nurseries Ltd. that all supervisors and managers hold a full and relevant level 3 (as defined by CWDC) qualification.

All full-time employees must hold a relevant level 3 qualification or be working towards a level 3.

Part time staff and supply staff not holding at least a level 2 qualification will be encouraged to obtain the qualification.

All senior staff must hold a current paediatric first aid certificate. All other staff to hold first aid training.

All staff must hold a basic food hygiene certificate.

New staff and students are taken through an induction procedure by the manager to help them understand the workings of their setting and their role within it. The induction training includes the evacuation procedure, child protection and health and safety matters.

When working within a particular section of nursery, it is the responsibility of the senior nursery nurse to ensure that staff working under their control have a clear understanding of their roles and responsibilities.

A staff appraisal programme is in place to assist in identifying training needs and to assist in the professional development of staff.

Training made available by the local authority and other sources will be used as appropriate to the needs of the staff and Abbey Nurseries Ltd.

All Staff to undergo training in Food Hygiene and Healthy Eating.

Staff Appraisal Procedure

The main objectives of this appraisal system are to review employees' performance and potential. There may also be a link with a reward review

Appraisals benefit both employers and employees by improving job performance, by making it easier to identify strengths and weaknesses and by determining suitability for development

Existing Employees:

Each employee will be assessed annually, and a review of the assessment will be made after six months if appropriate.

Each staff member will receive an appraisal form (Appendix A). Part A of the form is to be completed by the employee and returned to his/her manager who will use the form as a basis of the appraisal interview which will take place within 7 days.

During the interview the manager will complete part B of the form and make note of any jointly agreed actions or requirements. At the six months review a judgment will be made of progress towards the common goals. A copy of part B will be given to each employee.

Notwithstanding the arrangements for review either the manager or employee can, at any time, raise concerns where it is felt that progress towards agreed goals is not being made.

So that the workload on the management staff is spread evenly over the year the appraisal date will be based on the anniversary of the employees starting date.

New Employees:

The procedure will be as above except that in the first year an appraisal will be made every three months. The manager will be responsible for entering the appraisal and review dates into Kindersoft at the initial staff induction interview.

Supply Staff:

Supply staff will only be included after they have been employed for one year or more.

Diary entries in Kindersoft:

The diary function of Kindersoft will be used to schedule both assessment interviews and reviews of both existing and new employees. The manager will be responsible for entering the appraisal and review dates into Kindersoft.

Records:

The appraisal forms will form part of an employee's personal record and will be available for inspection by the employee at reasonable notice.

Abbey Nurseries Ltd

PERFORMANCE APPRAISAL FORM

Employee Name:

Department:

Job Title:

Reviewer Name/Title:

Review Date:

Guidelines for Performance Appraisals

When rating performance, please keep in mind the rating scale as outlined below.

5 = Exceptional Performance; consistently exceeding standards	Compared to the goals and objectives for the past year, performance was well beyond the expectations. The employee accomplished more in volume than was planned for, met deadlines and exceeded other measurable outputs. The employee independently initiated and completed other tasks <i>in addition to</i> successfully completing all other goals and objectives.
4= Good Performance; area of strength, often exceeds standards	Compared to the goals and objectives for the past year, performance was at a competent level for all areas, and noticeably performed beyond expectation on some important aspect of each objective.
3= Satisfactory Performance; meets standards	Compared to the goals and objectives for the past year, performance was on par with expected results. In this case, all tasks and goals related to the objectives were met as outlined or noticeably strong areas of achievement counterbalanced noticeable gaps in results.
2= Weak Performance; strengthening needed, often not meeting standards	Compared to the goals and objectives for the past year, performance was not quite at the standard intended for the objective, and below average in some of the tasks or goals set. There may be some question whether performance at a fully competent level can be achieved, or that there is some need for further development or experience on the job before fully proficient performance can be expected for the objective.

1=Unacceptable Performance; consistently not meeting standards	Compared to the goals and objectives for the past year, performance in some or all of the tasks or goals set for the objective was below the acceptable level. Important goals or tasks may not have been achieved at all, or completed well below standard performance expectations. Considerable development may be required to become fully proficient to achieve the objective.
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SECTION 1: Review of Performance Objectives

a. Rate each of the performance/job goals based on how well they were achieved.

b. In the 'Results and Comments' section state examples or added information to explain the rating.

Performance/Job Goals	Results and Comments	Rating (1-5)
<p>1. QUALITY OF WORK Consistent accuracy, thoroughness, effectiveness.</p> <p>2. DEPENDABILITY Consider the extent to which the employee completes assignments on time and carries out instructions</p> <p>3. SAFETY COMPLIANCE The degree to which he or she complies with or over sees the compliance with the company's safety rules</p> <p>4. FLEXIBILITY Consider performance under pressure and handling of multiple assignments.</p>		

SECTION 2: GENERAL STANDARDS OF PERFORMANCE

OPTIONAL (Utilizing the rating scale on page 1)		Rating 1 – 5
<p>2.1 Values</p> <ul style="list-style-type: none"> ▪ Shows commitment to Abbey Nurseries business philosophy ▪ Follows the Code of Conduct from Abbey Nurseries Policy and Procedure Manual <p>Comments:</p>		
<p>2.2 Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Interacts effectively with all levels of employees, open and straightforward in dealing with others, demonstrates a positive attitude, team player ▪ Displays effective conflict resolution and negotiation skills ▪ Strives to develop good relations with other departments <p>Comments:</p>		
<p>2.3 Communication Skills</p> <ul style="list-style-type: none"> ▪ Presents information in a clear and concise manner ▪ Ability to listen and understand another person's point of view ▪ Demonstrates respect for all persons in all forms of communication <p>Comments:</p>		
<p>2.4 Initiative and Problem-Solving Ability</p> <ul style="list-style-type: none"> ▪ Assumes responsibility without being asked, resourceful ▪ Identifies ways to constructively deal with problems, creative ▪ Anticipates problems and proactively facilitates problem resolutions ▪ Recognizes when a decision needs to be made, asks for input, makes decisions and provides appropriate feedback in a timely manner <p>Comments:</p>		
<p>2.5 Professionalism</p> <ul style="list-style-type: none"> ▪ Absenteeism, punctuality, goes the extra mile to complete a project/task ▪ Is accountable for all actions ▪ Follows the Code of Conduct <p>Comments:</p>		

SECTION 3: Management / Leadership Skills (For Managers/Supervisors Only)

OPTIONAL (Utilizing the rating scale on page 1)		Rating 1 – 5
<p>3.1 Creates an effective work environment</p> <ul style="list-style-type: none"> ▪ Eliminates obstacles and offers transparency in sharing information, resources and support to direct reports and others ▪ Makes sound business decisions in a timely manner ▪ Supports personal and professional development of direct reports through training and mentorship ▪ Encourages innovation and appropriate risk-taking among direct reports <p>Comments:</p>		
<p>3.2 Effectively manages staff performance</p> <ul style="list-style-type: none"> ▪ Administers the Performance Management Process with all direct reports by: <ul style="list-style-type: none"> ▪ Setting and clearly communicating objectives and performance standards; ▪ Providing timely and helpful ongoing feedback ▪ Delegates and empowers staff with authority to accomplish tasks ▪ Recognizes employee successes and achievements <p>Comments:</p>		
<p>3.3 Demonstrates Abbey Nurseries Mission and Business Philosophy</p> <ul style="list-style-type: none"> ▪ Sets and communicates goals and team environment for their department ▪ Effectively builds trust with employees, management, customers and the public ▪ Demonstrates a positive attitude, respect, honesty and integrity <p>Comments:</p>		

SECTION 4: PERSONAL DEVELOPMENT PLAN

(To address performance areas where rating is below “met standard” or define a plan for career growth etc.)

Development Objectives (up to 3 objectives are recommended) What specific skills would I like to develop	Action Items (i.e. training required, workshops, on-the-job assignments, coaching, resource materials) Use SMART Goal Setting Method Specific, Measurable, Attainable, Results Oriented, Time-Bound	Target Date (for completion)	Results/Outcomes Track the completion of each action item within your development objectives

SECTION 5: EMPLOYEE COMMENTS (optional)

Employee's Signature

Date

Manager/Supervisor's Signature

Date

Policy and procedure for Key Person

3.26

3.26 Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.11), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Key Person Policy

The Key Person will read through the child's registration form prior to the child starting, and discuss with the Manager any special requirements/needs/information relating to the new child. The Nursery Manager will liaise with the Key Person and Parents prior to the child's start date regarding any special training that may be required in order to meet the needs of that child. The Manager will endeavour to arrange training prior the child's start date either through a training provider/health visitor/Senco/child's nurse, and/or Parents or through any other professional as is necessary to meet the child's needs.

The Key Person will monitor the child's progress and development regularly by means of observations and activities etc., and will update and record information in the child's personal 'Learning Journey'.

This information enables the Key Person to identify that the child is on target for his/her age/stage of development, and it will also highlight any areas of high achievement or areas that may need more attention.

The Key Person will follow The Early Years Foundation Stage Principles.

The Key Person will communicate daily with the Parents and appropriately with the Nursery Manager regarding any relevant information to support the needs of the child in their care.

The Key Person will help the child to be healthy by monitoring their diet, toileting needs, emotional needs, and indoor and outdoor needs, and will spend quality time with their key worker child.

The Key Person will protect the child from harm or neglect and will help them to stay safe by developing a meaningful relationship with the child so that they understand the child's individual needs. The Key Person will ensure that they communicate with the child's parents regularly.

All Key Persons are familiar with the nurseries policies and procedures and will ensure that they uphold the Nursery Setting's Health & Safety Policy.

The Key Person will help the child to make a positive contribution, to achieve well and enjoy what they do by preparing activities, setting targets and goals specifically to meet the needs of the individual child, and ensure the room is skillfully organised to ensure the child can gain access to the equipment.

Policy and procedure for Staff: Child Ratios

3.27

to

3.31

3.36

Staff: Child ratios

3.27 Staffing arrangements meets the needs of all children and ensures their safety. We ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. We inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children are usually within sight and hearing of staff and always within sight or hearing.

3.28 Only those age 16yr and over at Managers discretion maybe placed in ratio (and **staff under 18** should be **supervised** always). Students on long term placements and volunteers (aged 17 or over) may be included if providing we are satisfied that they are competent and responsible.

3.30 We follow the EYFS guidelines that states:

For children aged under two:

- there must be at least one member of staff for every three children;
- at least one member of staff must hold a full and relevant level 3 qualification, and must be suitably experienced in working with children under two;
- at least half of all other staff must hold a full and relevant level 2 qualification;
- at least half of all staff must have received training that specifically addresses the care of babies; and
- where there is an under two-year-olds' room, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos.

3.31 For children aged two:

- there must be at least one member of staff for every four children;
- at least one member of staff must hold a full and relevant level 3 qualification; and
- at least half of all other staff must hold a full and relevant level 2 qualification.

3.36 For children aged three and over in maintained nursery schools and nursery classes in maintained schools (except for children in reception classes):

- there must be at least one member of staff for every 13 children;
- at least one member of staff must be a school teacher as defined by Section 122 of the Education Act 2002 and the Education (School Teachers' Qualifications) (England) Regulations 2003; and
- at least one other member of staff must hold a full and relevant level 3 qualification.

Staffing Arrangement Policy

To ensure the safety and to meet the needs of the children Abbey Nurseries Ltd will meet the requirements of the Statutory Framework for the EYFS at all times.

Children will be supervised always, with staffing arrangements organised to meet the individual needs of all children.

Exceptions to the ratios requirements will only be made in limited circumstances, such as when the children are sleeping or resting. In these circumstances all the adults need not be present in

the room with the children, but should be available nearby on the premises should they be needed.

Contingency arrangements for staff absences and emergencies will include drawing on the nursery pool of supply staff, re-grouping of children, re-organising rooms and activities and re-deploying other suitable staff.

When such disruptions occur there will continue to be a consistent experience for the child.

Staff or students under the age of 16 will not count towards the ratio and will be supervised at all times.

Individuals aged 17 and over who are on long-term placements will be included in the ratios if they are competent and responsible.

The manager at each nursery will be supernumerary.

The named deputies/Seniors are:

Abbey Fields Day Nursery – Laura Lefley

Abbey Place Day Nursery – Louise Midwood

Staffing Arrangement Procedure

To calculate staffing numbers and attendance times to ensure compliance with the staffing levels required by EYFS Appendix 2, the manager at each nursery will look at the forthcoming registers and the staff working patterns in the week prior.

To accommodate fluctuations in numbers of children and staff, due to holidays and sickness or other absence, supply staff will be allocated work times or put on standby.

In the event of a shortfall of staff an external agency will be contacted to provide additional staff.

Specific legal requirements for ratios of adults to children

1. The ratio requirements set out the minimum numbers of staff that must be present with the children at any time. It may, according to circumstances, be necessary to exceed these minimum requirements. The provider should consider at all times whether there is adequate supervision of children and ensure that the needs of the individual children being cared for are met.
2. The numbers of children set out below represent the maximum numbers of children who may be provided for by early years providers. However, the maximum number of children who may be appropriately cared for by a provider may be fewer than the maximum numbers given here. In registered provision, Ofsted will make a judgement about the overall maximum numbers of children that a provider may be registered to care for which will be set out in the conditions of registration. This judgement will be based on factors such as the amount of space available.
3. The ratios relate to staff time available to work directly with children. Sufficient suitable staff must be available to cover staff breaks, holidays, sickness and time spent with parents, in order to ensure that the ratio and qualification requirements are always met in relation to the staff working directly with the children. Additional staff may be required to undertake management tasks, prepare meals, maintain premises and equipment and so on.

4. The ratios include any children of staff or volunteers. Any care provided for older children must not adversely affect the care of children receiving early years provision.
5. There must be at least two adults on duty in a setting at any time when children are present.

Children aged under two in any early year's group setting

- there must be at least one member of staff for every three children;
- at least one member of staff must hold a full and relevant level 3 (as defined by CWDC), and have suitable experience of working with children under two;
- at least half of all other staff must hold a full and relevant level 2 (as defined by CWDC);
- at least half the staff must have received specific training in the care of babies;
- the member of staff in charge of the babies' room must have suitable experience of working with children under two years.

Children aged two in any early year's group setting

- there must be at least one member of staff for every four children;
- at least one member of staff must hold a full and relevant level 3 (as defined by CWDC);
- at least half of all other staff must hold a full and relevant level 2 (as defined by CWDC).

Children aged three and over in any registered early years provision

6. Between the hours of 8 am and 4 pm, where a person with Qualified Teacher Status, Early Years Professional Status or another suitable level 6 qualification (which is full and relevant, and defined by CWDC) is working directly with the children, the following requirements apply:

- there must be at least one member of staff for every 13 children;
- at least one other member of staff must hold a full and relevant level 3 (as defined by CWDC).

7. At any time outside the hours of 8 am and 4 pm, or between the hours of 8 am and 4 pm but where a person with Qualified Teacher Status, Early Years Professional Status or another suitable level 6 qualification (which is full and relevant, and defined by CWDC) is not working directly with the children, the following requirements apply:

- there must be at least one member of staff for every eight children;
- at least one member of staff must hold a full and relevant level 3 (as defined by CWDC);
- at least half of all other staff must hold a full and relevant level 2 (as defined by CWDC).

Policy and procedure for Medicines

3.42

3.43

3.44

3.42 This policy promotes the good health of children attending the setting. We have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill (Please see 3.48 and 3.49)

3.43 We have and implemented a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines must not usually be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

3.44 Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. Only administered by Senior staff, and always witnessed by another staff member. We keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

Administration of Medicines Policy

The administration of medicines must be controlled to ensure that medication given to children is the correct medicine and is given at the right time and of the correct dose.

Prior permission from parents will be obtained for each medicine before administration.

Only medication supplied by the child's parent/carer or doctor will be administered. A record of all medication given and permissions received will be made in the medication record book.

Parents will be asked about medicines that their child needs to take at enrolment and to provide details of any changes to prescription or support required as this occurs.

If the administration of prescription medicines requires technical/medical knowledge then advice from a qualified health professional will be sought and appropriate training will be provided for staff. Training will be specific to the individual child concerned.

The Administration of Medicines procedure will be followed.

Administration of Medication Procedure

- Prior to nursery administration of medicine, parents must sign the medicine book, which is kept on the manager's desk. Staff must ensure that the medicine books is signed at all times.
- This must provide information about the medicine, the dose to be given, the time of the last dose and the times those parents require further doses to be given.
- If the medicine book has not been signed but staff feels that medication would be helpful for minor discomfort such as teething problems, parents/carers must be telephoned for their advice.

- Parents/Carers or the child's doctor must supply all medication (medicines containing aspirin should only be given if prescribed by a doctor).
- Parents/Carers must sign the medicine book daily if medication such as inhalers are needed.
- Medicine can be administered by all staff and this must be witnessed and recorded in the medication book. Parents are given a duplicate copy when the child is collected which records when and how much medicine has been administered by nursery staff.
- Medicines are stored in the kitchen in a high level cupboard that has a security coded lock. If medication requires cool storage it is kept in the fridge. Staff medication is stored in the medicine cupboard. This cupboard is locked.
- Information regarding each child's medical details such as allergies is requested on the enrolment form.

Policy and procedure for Food and Drink

3.45

3.46

3.47

3.45 Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious. Before a child is admitted to the setting we will obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water will be available and accessible at all times. We will record and act on information from parents and carers about a child's dietary needs.

3.46 We are adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There are facilities for the hygienic preparation of food for children, if necessary including suitable sterilisation equipment for babies' food. We are confident that those responsible for preparing and handling food are competent to do so. All staff involved in preparing and handling food have received training in food hygiene.

3.47 We will notify Ofsted of any food poisoning affecting two or more children looked after on the premises. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident.

Food and Drink Policy

Abbey Nurseries Ltd is aware of its responsibilities under food hygiene legislation and both nurseries are registered with Selby District Council Environmental Health Department and receive regular inspections.

We maintain permanent procedures based on the HACCP principles. We utilise a SFBB pack made up of jargon free 'safe method' sheets and a diary. The safe methods highlight checks and methods that are important to provide food safely. They are designed so that we can tailor the system to our own needs through a simple tick box approach. The safe methods also provide advice on what to do if things go wrong.

To ensure that we protect the health of children in our care we obtain from their parent/carer instructions regarding their dietary needs. This is done on the child's enrolment form and through discussion with parents. This information is made known to the person with responsibility for the child's department, any person in charge of the child and the kitchen staff where appropriate.

- Fresh drinking water and milk are available to the children at mealtimes. Drinking water is freely available to each child from individual personal drinks dispensers. Factors such as temperature and energetic play activities. If needed the children are encouraged to drink more at these times.
- Abbey Nurseries Ltd. provides formula milk for babies according to their needs and dietary requirements and these are prepared in accordance to recommended guidelines. Baby feeds are closely monitored and recorded on their individual daily chart, which is given to the parent/carer when the child is collected.
- At Abbey Nurseries Ltd. all main meals are provided by the nursery. Meals are cooked at Abbey Place Day Nursery. Menus are displayed in main entrance.
- Where necessary, information is sought regarding individual children's needs and staff are informed about a child's diet. Parents' wishes and advice about special dietary needs is always sought.

- Any cases of food poisoning affecting two or more children looked after on the premises must be notified to Ofsted.
- If any child is suspected to be suffering from a notifiable disease identified as such in the Public Health (Infection Diseases) Regulations 1988, Ofsted must be informed.
- Abbey Nurseries Ltd. will act on any advice given by the Health Protection Agency and inform Ofsted of any action taken.

Food Health & Safety Procedure

Preparation of Bottle Feeds

1. Before commencing preparation please wash hands thoroughly with antiseptic soap.
2. Check type of milk and/or juice and quantity required for each child by reference to information inside the feeding cupboard door.
3. Always use boiled water for milk and juice drinks.
4. Always use bottles, teats and caps from the steam steriliser.
5. Check the instruction on the side of the milk carton for making up ratios and follow instructions carefully.
6. Cool the bottle quickly in cold water and then store in the middle of the refrigerator with caps securely sealed and labelled with the child's name. The bottle must then be used within 24 hours.
7. As an alternative and if a number of bottles are to be prepared for future use, bottles from the steriliser can be filled with boiled water, securely sealed and capped before being cooled down quickly in cold water. These bottles can then be stored in the refrigerator until needed. When a feed is required the bottle can then be warmed in hot water to the required temperature for feeding and mixed with the formula milk.

Sterilisation of Equipment

1. Wash hands thoroughly with antibacterial soap.
2. Prepare the steriliser by filling with cold water and allowing 1 Milton tablet to dissolve.
3. Wash items, dummies etc and brush thoroughly with bottle brush.
4. Place items, cups etc upright in the steriliser, ensuring that air bubbles are expelled. Place caps and dummies into steriliser and ensure proper immersion by placing the inner lid on top.
5. Fasten with top lid and leave for at least one hour before using the again.

Steam Sterilising

1. Wash hands thoroughly with antibacterial soap.
2. Wash items bottles etc and brush thoroughly with bottle brush.

3. Follow the steam steriliser instructions carefully for stacking and sterilising the items.

Staff Clothing

1. Disposable aprons - to be worn whilst preparing and serving food and changing nappies.

Cleaning and Hygiene Routines

1. Microwave cookers - to be cleaned with Dettol type fluid daily.
2. Chopping Boards -to be cleaned with Dettol type fluid daily.
3. Tables and feeding chairs to be cleaned with Dettol type fluid after use.
4. Nappy Baskets to be cleaned with Dettol type fluid after use.
5. Food and Personal Possessions Baskets to be cleaned with Dettol type fluid weekly.
6. Feeding Cups to be cleaned in Milton solution [see Routines Book].

Food Storage

1. Food for warming to be stored in the refrigerator
2. Leftover food for later consumption to be stored in the refrigerator.
3. Food left over at the end of the day must be thrown away..

Cleaning Materials

1. All cleaning materials in small containers are stored in the top cupboard in the kitchen area. Larger containers of cleaning materials are to be stored in the locked services cupboard.
2. Materials which are dispensed into smaller containers must be put in containers which are properly marked with its contents.

Information on how to deal with accidental splashes/spills is to be found in the medical drawer in the kitchen area.

Policy and procedure for Accident or Injury

3.48

3.49

3.48 This Policy ensures there is a first aid box is accessible at all times with appropriate content for use with children. We keep a written record of accidents or injuries and first aid treatment. We inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.

3.49 We will notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. We will notify local child protection agencies of any serious accident or injury to, or the death of, any child while in our care, and will act on any advice from those agencies

Illness and Injury Policy

The manager will notify Ofsted and local child protection agencies of any serious accident or injury to, or serious illness of, or the death of, any child whilst in nursery care, and act on any advice given.

In the event of a serious accident or serious illness of a child, as well as immediate first aid being given, the emergency ambulance will be called without delay and the nursery will rely upon the professional advice of the emergency services. (Permission to transport a sick or injured child to hospital by emergency ambulance is a requirement of admission to nursery and is given by signature on the enrollment form)

At least one person who has a current paediatric first aid certificate will be on the premises at all times when children are present.

There will be at least one person on outings who has a current paediatric first aid certificate.

A first aid box with appropriate content will be provided to meet the needs of children. The contents will be monitored and replenished as necessary.

A record of accidents and first aid treatment will be kept.

Parents will be informed of any accidents or injuries sustained by their child whilst in the care of the providers and of any first aid treatment that was given.

The procedure for children who are ill or infectious will be discussed with parents on enrolment. This will include the possibility of exclusion as well as the protocol for contacting parents or another adult designated by the parent if a child becomes ill or receives minor injuries whilst in the provider's care. (This information is also given in the Parents Information Pack supplied on enquiry for enrolment.)

Accident and Illness Procedure (Child)

Minor

In the event of a minor accident to a child, first aid will be administered and the circumstances and result of the accident will be recorded in the accident book. On arrival at nursery the parent/carer will be asked to sign the accident book.

The manager will consider the circumstances of all accidents and take any necessary steps to prevent a recurrence.

In the event of minor illness affecting a child requiring the child to be taken home, the parent/carer will be contacted using the information provided at registration, advised of the situation and requested to collect the child. Whilst waiting for the parent/carer the child's condition will be monitored in case of deterioration.

Serious

In the event of a serious accident or serious illness of a child the alarm will be raised and a paediatric first aid trained staff member **must** be summoned.

Non-paediatric first aid trained staff **must not** attempt to move or treat the child until advised by the first aider.

At the same time as immediate first aid is being sought, the emergency ambulance **must** be called by **dialing 999 without delay** and the nursery **must** rely and act upon the advice given by the emergency services. If necessary the first aider will travel with the child to hospital and in the absence of the parent will inform the hospital of any medical information that the nursery holds about the child.

The parent/carer of the child will be contacted immediately and informed of the situation

When the situation permits the manager will notify Ofsted and local child protection agencies of any serious accident or injury to, or serious illness of, or the death of, any child whilst in nursery care, and act on any advice given.

The manager will conduct an investigation into the circumstances of the accident and a report will be made as required by RIDDOR.

The accident will be recorded and a copy given to the parent/carer at the next opportunity.

(Permission to transport a sick or injured child to hospital by emergency ambulance is a requirement of admission to nursery and is given by signature on the enrollment form)

Policy and procedure for Managing Behaviour

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3.50 This Policy covers behaviour management policy and procedures. A named practitioner is responsible for behaviour management. They have the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary.

3.51 This Policy covers corporal punishment to a child. We take all reasonable steps to ensure that punishment is not given by any person who cares for or is in regular contact with a child, or by any person working in the premises where care is provided. A person will not be taken to have used punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

3.52 We do not threaten punishment, and do not use or threaten any punishment which could adversely affect a child's well-being. Physical intervention is where we use reasonable force to prevent children from injuring themselves or others or damaging property.

Behaviour Management Policy

The Manager at Abbey Place, Carla Parrish will be responsible for Behaviour Management (BMP).

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. We aim to set these boundaries in ways that help children to develop a sense of the significance of their behaviour on their environment and those around them. Restriction on the children's natural desire to explore and develop their own ideas and concepts are kept to a minimum. Praise and encouragement are a significant part of motivating good behaviour. We wholeheartedly support The Children Act guidelines on behaviour and sanctions, namely that boundaries applied in the case of unacceptable behaviour must take account of the age and stage of development of the child, be given at the time, be relevant to the action or actions and be fair.

Behaviour management will always be dealt with in a kind and caring manner. Strategies will be put into place to correct unacceptable or inappropriate behaviour. We work closely with parents when dealing with this situation.

- Time out, distraction, re-direction of attention, giving alternative choices and other such similar accepted techniques are our chosen ways of handling children who are using unacceptable behaviour.
- A record of significant incidents and sanctions applied where appropriate is maintained and is shown to the parent for countersigning. It is nursery policy to involve the parent or carer so as to ensure whenever possible, there is consistency of action both at nursery and at home.
- The member of staff appointed to monitor and give special assistance in the area of behaviour management is Carla Parrish.
- The nursery believes in promoting positive behaviour.
- All adults will provide a positive role model for the children with regard to friendliness, care and courtesy.
- Adults will praise and encourage desirable behaviour such as sharing and kindness.

- Where appropriate, a child may be taken out for a period of time with an adult who will help the child to understand why his behaviour was inappropriate and how to work towards improvement.
- Behaviour problems will be handled with regard for the child's level of understanding and maturity.
- Recurring problems will be resolved in partnership with the child's parents and observation techniques may be used to attempt to understand the causes for the child's behaviour.
- Adults should be aware that some kinds of behaviour might arise if a child has additional needs.
- A record of all significant incidents and sanctions applied where appropriate is maintained and shown to parents for countersigning.

Behaviour Management Procedure

- Children who are using unacceptable behaviour will be supported by using time out, distraction, re-direction of attention, giving alternative choices and other such similar accepted techniques.
- Positive behaviour will be encouraged..

Punishment will not be used at any time but if it proves necessary in an emergency to take physical action of a restraining nature to prevent personal injury or serious damage to property then **the incident and sanctions applied must be recorded on a Sanctions Record Form and that record must be shown to the parent/carer for countersigning.**

- This sanctions record form will be filed in the Sanctions Record book that is kept in the Managers filing system.
- Discussion must take place with the parents/carers so that there is consistency of action both at nursery and at home.

If it is thought necessary special assistance in this area of behaviour management is to be sought from Carla Parrish

Abbey Nurseries Ltd.

Sanctions Record

Nursery:	
Child's name:	
Date of incident:	Time:
Nature of incident	
Action taken: (to include where and when)	
Staff member who took the action:	
Signature(s) of staff present when sanction used	
Parents comments	
Parents signature date	

Policies and procedures for Biting

Explanations, policies and procedures regarding biting

Children biting other children is one of the most common and most difficult behaviours in group childcare. It can occur without warning, is difficult to defend against, and provokes strong emotional responses in the biter, the victim, the parents, and the caregivers involved.

For many toddlers, the biting stage is just a passing problem. Toddlers try it out as a way to get what they want from another toddler. They are in the process of learning what is socially acceptable and what is not. They discover that biting is a sure-fire way to cause the other child to drop what they are holding so the biter can pick it up. However, they experience the disapproval of the adults nearby and eventually learn

other ways of gaining possession of objects or expressing difficult feelings.

For other children, biting is a persistent and chronic problem. They may bite for a variety of reasons:

teething, frustration, boredom, inadequate language skills, stress or change in the environment, feeling threatened, or to feel a sense of power.

No matter what the cause, biting in a group situation causes strong feelings in all involved. It does help, however, to be aware of the potential problem before it happens, and to form a plan of action if it does occur. The staff, after consulting child care experts and manuals, has developed the following plan of action to be used if and when biting occurs in any of our rooms.

Before biting occurs:

1. Discuss the issue of biting with all parents.
2. Distribute written policy to all families and include in the enrolment packet.

When a child is bitten:

For the biter:

1. The biter is immediately removed from the situation.
- The caring attention is focused on the child that has been bitten
2. The biter is allowed to return to play after a short period of time and is talked to on a level that is age appropriate.
3. Redirect the child to other play.
4. Write an accident report and notify the parents of the biter.

For the child who has been bitten:

1. Separate the child from the biter.
2. Comfort the child.
3. Administer first aid.
4. Write an accident report and notify parents of the biter

If biting continues:

5. Inform the Parent by phone if a bad mark on the child
1. Room staff meet with the director on a routine basis for advise, support and strategy planning.
2. Chart every occurrence, including attempted bites, and indicate location, time, participants, behaviours, staff present, and circumstances.
3. Let all parents know that there is a problem and the procedures that will be followed to deal with it.
4. "Shadow" children who indicate a tendency to bite:
 - Head off biting situations before they occur.
 - Teach non-biting responses to situations and reinforce appropriate behaviour.
 - Adapt the program to better fit the individual child's needs.
5. "Shadow" children who have a tendency to be bitten:
 - Head off biting situations.

6. Work together as partners with the parents of both biting children and children that are frequently bitten and to keep all informed and develop a joint strategy for change.
7. Hold a conference with the parents of the biting child to develop a written plan of action. Schedule follow-up meetings or telephone conversations as needed.
8. Consider early transition of a child in a biting behaviour pattern for a change of environment, if developmentally appropriate.
9. Prepare the parents of the biting child for the possibility that the child may have to be removed from the Nursery and help them to make contingency plans.
10. If it is deemed in the best interest of the child, Nursery, and other children, terminate the child from Nursery enrolment for the duration of the biting stage. Written warning will be given to the parents before this action will be taken.

Policies and procedures for Safety and suitability of premises, environment and equipment

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Safety

3.53 Abbey Nurseries ensure that their premises, including outdoor spaces, are fit for purpose. Spaces, furniture, equipment and toys, are safe for children to use and premises must be secure. We keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including hygiene requirements). We have, and implement, a health and safety policy, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

3.54 This policy takes reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and have an emergency evacuation procedure. We have an appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, and fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.

Health and Safety Policy

Abbey Nurseries Ltd. accepts its obligations under The Health and Safety at work Act 1974 to take all such actions as are reasonable to protect the health and safety of the children and of its employees. The Act requires that adequate written policies and procedures should demonstrate these actions. This is extended to apply to the children and parents, and visitors to the premises both inside and out.

Risk assessment

- Risk assessments are conducted yearly within the premises and are reviewed if there is a significant change in conditions or if they become invalid.
- Any identified risk generates an action plan to eliminate the risk within a reasonable time.

Fire safety

- There is a clearly defined Fire Safety Procedure and manual for the emergency evacuation of the premises. This includes special measures for the evacuation of children, staff and visitors from the upper floor.
- The fire drills are carried out at least 3 times a year and the results are logged.
- Fire doors, fire exits are not obstructed and are clearly identified.
- Fire blanket, extinguishers and smoke detectors conform to BS EN standards and are inspected and serviced annually.
- We have been inspected by Selby Fire and Rescue September 2018 and have passed in all requirements
- The nursery is equipped with a fire detection and alarm system that is tested weekly by the Manager and annually by an accredited company.

Health & Hygiene Policy

- Abbey Nurseries Ltd. strives to ensure that the rooms, toys and equipment are regularly cleaned, sterilised and maintained to prevent the spread of infection. The rooms are cleaned each evening by an outside contractor to ensure that floors, toilets, sinks etc are thoroughly clean and fresh. A contracted window cleaner is employed to keep the outside windows clean on a monthly basis.
- Each department is responsible for the rotation, cleaning and sterilising of toys, feeding equipment and also for the safe storage of food and drink.
- Staff are deployed to an area where it is their responsibility to care for the health and well being of the children in their care. Staff assigned to toilet and nappy duties are not expected to be responsible for food handling and vice versa.
- A work uniform is provided, and protective aprons are also provided for staff working in the toilet/hygiene areas or those handling food.
- Children are encouraged and taught to practise good hygiene procedures after using the toilet and before mealtimes.
- Suitable hand washing and drying facilities are provided for children and staff.
- Members of staff receive training leading to Health and Hygiene qualifications in food handling and preparation. Liaison is maintained with the Environmental Health Department about training courses.
- Up to date information and advice is sought from the Environmental Health Department when needed such as leaflets for parents about preparation, storage and transference of hot and cold meals to the nursery.
- A list of notifiable diseases is kept and used as a guide for staff and parents. Enrolment information to parents also contains a section about nursery policies regarding illness.
- Cleaning surfaces and tabletops are routinely cleaned between activities.
- Toilets are cleaned after routine nappy changes and toileting times.
- Staff uniforms, and protective aprons, gloves etc are provided for specific tasks such as nappy changing and food preparation.
- Staff are to accommodate all children's needs when using protective clothing e.g. some children may be allergic to latex gloves and these are not to be used for children. (With latex allergies when changing nappies)
- Nappies are disposed of according to local council guidelines. They are double bagged and kept in a lidded container.
- Nappies are changed at regular times, but also in between times when needed. Undergarments are changed if they become wet or soiled. Spare sets of children's clothing are kept, but parents are requested to supply a spare set of clothing in their child's nursery bag.
- Children are encouraged and taught to practise good hygiene routines before meals and after using the toilet.

- The nursery provides disposable tissues, wipes and nappies up to size 4+ of a generic brand only.
- Children are supplied with their own basket, which contains a flannel and towel for their sole use.
- Sheets, flannels, towels, bibs etc are washed daily within nursery.
- Not applicable.
- Sand trays are always stored and covered. Silver sand is used from reputable suppliers. Spilled sand is disposed of in the dustbin. All sand is to be regularly (at least once a week) sifted to remove impurities.
- All members of staff who handle food will hold Health and Hygiene qualifications in food handling and preparation. Each department has clear routines set out for handling and storing food prior to consumption and for preparing food according to health and safety guidelines.
- Fridges are regularly checked to ensure correct temperatures are maintained and an outside contractor annually maintains microwaves. Heated food is monitored on a regular basis with a food probe to ensure heating achieves correct temperature levels.
- The nursery complies with the “Safer food better business” procedures as advised by the local environmental health inspector and is inspected annually by them.
- Prior to nursery administration of medicine, parents are required to sign the medicine book, which is kept in the medicine cupboard in the kitchen area. This provides information about the medicine, the dose to be given, the time of the last dose and the times those parents require further doses to be given. If the medicine book has not been signed but staff feel that medication would be helpful for minor discomfort such as teething problems, parents must be telephoned for their advice.
- Parents or their G.P must supply all medication. Parents must sign the medicine book on a daily basis if medication such as inhalers may be needed.
- Medicine must only be administered by a senior member of staff and this must be witnessed and recorded in the medication book. Parents are given a duplicate copy when the child is collected which records when and how much medicine has been administered by nursery staff.
- Medicines are stored in the kitchen in a high level cupboard. If medication requires cool storage it is kept in the fridge. Staff medication is stored in the medicine cupboard.
- Information regarding each child’s medical details such as allergies is requested on the enrolment form.
- Sun cream is normally provided through our sun cream fund unless the child has skin allergies and then the parent would provide their own. Nappy creams are provided by parents. Parents and guardian’s permission must be gained for the application of sun cream. Provided in Nursery with parental permission.
- Senior staff with responsibility for a department are required to have First Aid training. The manager is our designated First Aid person and ensures that the First Aid box is regularly checked and stocked.
- Accidents, which lead to injury, are recorded in the Accident Book and give information about the time, date and nature of the accident. Other information includes the type and

location of the injury and the action taken. Parents are shown and asked to countersign the report when the child is collected.

- In the case of a serious accident or illness occurring then the appropriate parent/carer will be contacted immediately along with the medical professional and the appropriate action taken. In the unlikely event of the parent not being available the senior staff member will assume charge and if necessary have the child taken to hospital along with all relevant details.
- It is our policy at Abbey Nurseries Ltd. to encourage and promote good health and hygiene for all the children in our care.
- This specifically includes monitoring the children for signs and symptoms of communicable diseases such as chickenpox, measles, mumps, rubella, meningitis, conjunctivitis, diarrhoea, vomiting and fevers.
- With the welfare of the sick child in mind and in the interests of the remaining children, if in the opinion of the staff a child is ill, then the parent/carer will be contacted and requested to collect him/her as soon as possible.
- Parents are informed of our sickness policy in our enrolment information, which also requires parents to supply us with information about their child's medical conditions and emergency contact numbers in case of accident or illness.
- Abbey Nurseries Ltd. operates a No Smoking policy at all times regardless of whether there are children in attendance or not.

Hazards and faulty equipment

- Staff must identify hazards and faulty equipment to the manager immediately, who will decide on the remedial action to take. Hazardous or faulty items must be withdrawn from use. Access to non-movable hazards is to be restricted by closing part of a room or play area.
- Serious hazards and faulty equipment will be reported to the directors by the manager.

Gas and Electricity

- The only gas appliance in the premises is the gas fired central heating system. A Gas Safe qualified commercial contractor carries out day to day repairs and the annual service.
- Electrical equipment is inspected and tested to ensure its safe condition and conformation to safety requirements so as not to pose a hazard. The inspections are scheduled through the Kindersoft Nursery Management Software.
- Microwave cookers are additionally tested for safe operation and effective operation of the door seals.

Cleaning

Abbey Place Day Nursery is cleaned each evening by the staff and an external contractor is brought in termly. Daily routine cleaning to ensure a safe and healthy environment such as cleaning toilets and potties after use are carried out by staff allocated to the area.

Security

- Access to the premises is kept closed and locked at all times.

- Initial access to the nursery by parents and visitors is restricted to the front entrance hall/ vestibule which has electrically locked inner doors to prevent unauthorised entry or egress. (Abbey Fields only)
- The front door is the main entrance to Abbey Place day nursery all parents must ring the door bell and a member of staff will open the door. We also have an intercom system for people who don't normally come to nursery.
- The member of staff allowing access identifies persons entering the nursery. (*Also see Security Policy – Section 3)
- Visitors must sign in when entering the nursery in the Visitors Book provided.
- A password system is used to identify persons collecting children on behalf of parents/guardians.
- Should a child go missing from the nursery the Missing Child Procedure will be followed.
- Should a child not be collected at their appropriate time then the Uncollected Child Procedure will be followed.

Outside Area

- All outdoor play is supervised
- There are no ponds, drains, pools or natural water on the premises.
- Outdoor water activities are closely supervised.
- No hazardous indoor or outdoor plants are grown on the premises.

Outings and Transport

- All outings will be risk assessed before being undertaken.
- Adequate staffing, and the attachment of children to a safety rein (the snake), ensures that the children remain together and maintains safe conduct on outings made from the nursery.
- Visits are only organised to local sites within infant walking distance of the nursery.
- Parents written permission is required for external visits.
- The nursery undertakes no outings, except the collection and delivery to and from school, which require using motor vehicles.

Insurance

Employee liability and public liability insurance cover the staff and public respectively.

Policy and procedure for Smoking

3.55

3.55 Abbey Nurseries has a no smoking policy, and we do not allow smoking in a room, or outside play area, when children are present or about to be present.

No Smoking Policy

Smoking on Abbey Nursery Ltd. premises is not allowed.

Any one found smoking on the premises will be asked to leave immediately.

Staff who smoke are asked not to smoke for 30 minutes prior to entering the premises.

New Employees

New Employees from 2019 August

Any new employees who require childcare for own children, children will be invited to attend the sister nursery to the employee's main place of work.

This to ensure the child gains the best practice for them and the employee is able to complete their role to the best of their ability knowing their own child is well cared for.

Policy and procedure for Premises

3.56

3.56 The premises and equipment is organised in a way that meets the needs of children. In registered provision, we meet the following indoor space requirements:

- Children under two years: 3.5 m² per child.
- Two year olds: 2.5 m² per child.
- Children aged three to five years: 2.3 m² per child.

3.57 This Policy covers how we ensure that, so far as is reasonable, the facilities, equipment and access to the premises are suitable for children with disabilities. We provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions).

3.58 This Policy covers how we make (space or partitioned area) for children who wish to relax, play quietly or sleep, equipped with appropriate furniture. Sleeping children must be frequently checked. There is a separate baby room for children under the age of two but ensure that children in a baby room have contact with older children and are moved into the older age group when appropriate.

3.59 This Policy covers how we ensure there is an adequate number of toilets and hand basins available (usually one toilet and one hand basin for every ten children over the age of two. There is a separate toilet facility for adults. We ensure there are suitable hygienic changing facilities for changing any children who are in nappies and ensure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items is always available.

3.60 We ensure that there is an area where staff may talk to parents and/or carers confidentially, as well as an area for staff to take breaks away from areas being used by children.

3.61 We only release children into the care of individuals who have been notified to the provider by the parent, and ensure that children do not leave the premises unsupervised. We take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors.

3.62 Abbey Nurseries carries public liability insurance.

Premises Policy

Abbey Nurseries Ltd. will inform Ofsted of any significant changes or events relating to the nursery premises.

Significant changes or events which must be reported to Ofsted include:

- significant changes to the premises, for example structural alterations or an extension.
- something which adversely affects the smooth running of the provision over a sustained period.
- changes to the outside of the premises such as adding a pond or taking down fencing.

Abbey Nurseries Ltd. takes reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire, and has a clearly defined procedure for the emergency evacuation of the premises.

Premises and Security Policy

It is the policy of Abbey Nurseries Ltd to maintain a high degree of security at the premises and to ensure that all staff know and understand the need for the security arrangements made in relation to authorised and unauthorised access to the premises.

All doors which exit onto public areas will be kept locked.

All gates will be kept bolted but not padlocked.

Access to the nursery will be restricted to persons known to the nursery.

Access by persons unknown to the nursery will only be allowed under the direct supervision of the nursery manager, deputy or director, who will be responsible for verifying the identity of such persons and will personally supervise them during their visit.

Procedures will be followed to identify visitors and control their arrival and departure as well as that of staff, children and parents/carers.

The identity of all visitors, the date, and the time of arrival and departure will be recorded in the visitors book kept in the front hall or entrance vestibule.

Children will only be released into the care of individuals named by the parent/carer.

3.61 Procedure to be followed in the event of a person other than a parent/guardian collecting a child:

Password System

- The name of any child who we have been informed by the named parent/guardian is to be collected by an alternate person, is recorded in the daily diary.

- An agreed password is given by the named parent/guardian. This and the name of the alternate person is also recorded in the daily diary.
- Staff are made aware that an alternate person is collecting the child and they are also made aware of the name and password given that day.
- When the alternate person arrives to collect the child their name and the password are requested and checked against the name and password given that day.
- If staff are satisfied by the above procedure that the alternate person is the person intended by the named parent/guardian, then the child is released.
- If the staff are not satisfied, then the named parent/guardian must be contacted.
- The alternate person will be asked to wait until full checks have been made.
- If a parent cannot be contacted the child will not be handed over **under any circumstance** until contact is made with the named parent/guardian and the alternate person is approved by them, or the named parent/guardian arrives at nursery.

Policy and procedure for Risk Assessment

3.63

3.63 We have a clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly. We determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Risk Assessment Policy

- All our Risk Assessment Policies are kept in separate folder in the Managers Office
- Risk assessments of the premises and its equipment are conducted periodically and are reviewed if there is a significant change in conditions or if they become invalid.
- A risk assessment procedure lists area of identified risk and the actions required to eliminate those risks. These risk assessments are reviewed yearly and updated, added to, or deleted.

Any identified risk generates an action plan to eliminate the risk within a reasonable time.

Policy and procedure for Outings

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3.65

3.64 Children must be kept safe while on outings, and Abbey Nurseries always obtain written parental permission for children to take part in outings. We assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. The risk assessment is always in writing and kept with other risk assessments in a file.

3.65 Vehicles in which children are being transported, and the driver of those vehicles, are to be adequately insured.

Outings Policy

The safety of children and staff whilst out of the nursery is just as important as when they are within. There are two types of outings from nursery.

- Routine travel to and from school with the walking bus.
- Special outings within the neighbourhood of the nursery that might occur from time to time. This includes short outings into car park or market areas at either nursery.

To ensure the safety of children and staff whilst on special outings, a full risk assessment, for each specific outing including an assessment of the required adult/child ratios, will be carried out. This assessment will take account of the nature of the outing, and consider whether it is appropriate to exceed the normal staff ratio requirements. At least one person on outings must have a current paediatric first aid certificate.

Separate risk assessments will be carried out for the routine travel to and from school.

Outings will only take place with an approved letter of consent from the parents/carers of each child.

Outings will be carried out with a full First Aid Kit and a list of emergency phone numbers of all parents.

Outings procedure

Before each outing a senior member of staff will write a journey plan detailing the projected route and any stops or visits that will occur during the outing.

This member of staff will travel the route to consider the risks that may be present or may be posed to the group during the outing.

Each likely risk will be noted on the risk assessment sheet and any action needed to remove or reduce the risk will be decided.

Where there are specific risks e.g. crossing a road or area with traffic, then a different route or the need for additional staff should be considered.

Generally, the children on an outing will be organised into a group using the "snake".

Groups should be kept small and normally not larger than 8 children. If larger groups are planned, then the risk assessment should consider the additional controls needed.

The leader of the outing will take a mobile phone, a list of the children and emergency contact details and a first aid kit.

Lost Child. In the event of a lost child ensure the correct procedure is followed. The group leader will have the mobile contact, and inform the Nursery. The Senior staff member will

contact the Police and Parent. All attempts to find the child will be made, the safety is paramount.

The manager of the nursery will assess each risk assessment before agreeing to any outing.

Policy and procedure for Equal Opportunities and Inclusion

3.66

3.66 This Policy covers how the individual needs of all children will be met (including how those children who are disabled or have special educational needs, will be included, valued and supported, and how reasonable adjustments will be made for them); the name of the Special Educational Needs Co-ordinator (in group provision); arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.

The Special Educational Needs Co-ordinators for Abbey Nurseries Ltd are Mrs. Gilligan at Abbey Place Day Nursery and Mrs. Carla Parrish at Abbey Fields Day Nursery. In this role they will be responsible for liaising with parents, staff and outside agencies. They will ensure that the nursery offers an inclusive and welcoming environment and equal opportunities for all children. The SENCOs will also be responsible for co-ordinating and collecting information of progress as well as monitoring, reviewing and identifying staff training needs.

- All children including those with Special Needs will be encouraged, included and involved in all nursery activities and be included in the Early Years Foundation Stage curriculum planning, reviewing and assessment procedures. Medium term plans, which identify the learning objectives to be covered, will include objectives for the child's individual needs. Short-term plans will address the targets identified in the child's Individual Learning and Provision Plan (ILPP).
- Abbey Nurseries Ltd. is committed to developing a working partnership with parents and other agencies in order to ensure that steps are taken to promote the welfare and development of children within the setting.
- Abbey Nurseries Ltd. has regard for the Special Educational Needs Code of Practice and will be mindful of the guidelines.
- Abbey Nurseries Ltd. understands that information may be kept on record of a confidential nature and will maintain confidentiality at all times.
- Abbey Nurseries Ltd. is committed to providing special needs training for our nominated SENCOs and to making information leaflets and articles available to staff.
- Abbey Nurseries Ltd. is committed to working with parents and specialist professionals and keeping accurate records of the children. Initial concerns will be shared with the child's

parents and the nursery will seek advice from our Early Education Consultant if we believe a child may have special needs. At this stage Early Years Action will be put in place in order to monitor the situation. The SENCO, with support from the child's parents/carer's and Early Education Consultant will draw up an Individual Learning and Provision Plan (ILPP) and regular reviews will be held to monitor progress. An ILPP is a short-term plan, which is designed specifically to address a child's individual needs. It consists of identifying small targets for the child to achieve and details how, when and by whom the action will be carried out. If further support is required following an Early Years Action Review a referral will be made to the Pupil and Parent Support Team for further advice. At this point the child will be at the Early Years Action Plus stage.

- Where appropriate, guidance is sought from specialist staff and their advice is acted upon in order to provide care to the best of our ability. Parents are an important part of this process and we involve parents in multi-professional meetings so that everyone is involved with the planning and care of the child.
- If extra staffing or specialist equipment is needed for a child with special needs, Abbey Nurseries Ltd. will endeavour to identify and locate financial support and discuss with parents and professionals the most suitable ways to help a child's particular needs.
- At Abbey Nurseries Ltd. we try hard to ensure that our SENCOs are able to spend time reviewing and assessing a child's progress through re-arranging general staff deployment to ensure that SENCOs are able to liaise with appropriate members of staff. The SENCOs will attend specialist training as and when it is needed to ensure that appropriate provision is offered
- Abbey Nurseries Ltd. wishes to emphasise its belief that if concerns are dealt with at an early stage, they can usually be resolved through communication and with goodwill.
- We endeavour to allow all children to feel good about themselves through praise, encouragement and providing situations and positive experiences in which the children achieve success.
- Information about a child is requested on the nursery enrolment form. This includes information about a child's routines, diet, allergies etc. Before commencing nursery all children are requested to pay some initial visits in order to become familiar with the nursery environment. During these visits further discussions take place with parents to ensure that staff have a clear understanding of a child's individual needs. The Nursery Prospectus, which is supplied to every parent includes information about the Equal Opportunities and Inclusion Policy and clearly states that the policy is available for all parents to read.
- Activities are adapted whenever possible to ensure that a child with special needs can partake of all activities with confidence and in safety.
- Staff with everyday responsibility for the children work closely with a child's SENCO to ensure that information is shared. When a child moves into another department information and records are passed on to ensure consistency and continuity of care.
- Toys, books and posters are used which promote positive images of children with disability. Everyday equipment is stored at a child's level for ease of access and is labelled. Furniture is child sized. Activities are planned with allowance for a child's needs e.g. children with a hearing or sight impediment would be placed appropriately at story or circle time. Staff working alongside the children would also be aware if a child required or used particular techniques such as makaton signing. In some cases equipment may be adapted for a particular need or specialist equipment sought.
- Staff will ensure the privacy of children with special needs when intimate care is being provided.

- This policy will be reviewed and updated bi- annually or as often as needed.

Should any person believe that this policy is not being totally complied with it is their duty to bring the matter to the attention of the Principal at the earliest opportunity.

If a parent wishes to make a complaint regarding the nursery's Equal Opportunities and Inclusion Policy or procedures, they are advised to bring the complaint to the attention of the SENCO/Manager where the matter will hopefully be resolved. If this does not result in a satisfactory conclusion it is recommended that further help should be sought from the Nursery Principal.

If a parent remains unsatisfied they will be advised of their right to consult Ofsted or if appropriate a member of the local A.C.P.C. (see Complaints procedure)

Policy and procedure for Information and records

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3.67 This Policy covers how we maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We will enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, we will incorporate parents' and/or carers' comments into children's records.

3.68 This Policy covers how records must be easily accessible and available (with prior agreement from Ofsted, these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. We are aware of their responsibilities under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000.

3.69 This Policy covers how we ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers are given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA.

3.71 This Policy covers how we record the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.

Data Policy

Abbey Nurseries Ltd will be registered with the Information Commissioners Office and will comply at all times with the requirements of the Data Protection Act and the Freedom of Information Act.

The records, policies and procedures required for the efficient, safe management of the provision and the promotion of the welfare, care and learning of children will be safely stored, maintained and updated regularly.

Records about individual children must be freely available and shared with each child's parents.

Abbey Nurseries Ltd. will ensure that records relating to individual children are retained for a reasonable time after they have left the provision. To comply with this the records of children who have left the provision are stored at the registered company office ensuring security and confidentiality.

Records of currently attending children will be kept available at each nursery for inspection by the early years childcare inspector.

The following information will be recorded for each child:

- Full name
- Date of birth
- Name and address of all known parents/carers
- Which parent the child normally lives with?
- Emergency contact details

The information will be supplied via the enrolment form completed prior to enrolment.

The following information about individual children who receive free entitlement to early years provision will be recorded and submitted to the local authority:

Full name

Date of birth

Address

Gender

Ethnicity (Where this is volunteered by the parent/carer)

SEN status

The number of funded hours taken up during census week

The total number of hours (funded and unfunded) taken up at the setting during census week

Provider's Records Policy

The following information and documentation will be kept:

- Name, home address and telephone number of all persons employed on the premises;
- Name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the early years provision

- A daily record of the names of the children, and their hours of attendance, looked after on the premises (signing-in sheet) and the names of the children's key workers;
- The certificate of registration is on show in the entrance hall or vestibule;
- Each nursery risk assessment will be stored in the risk assessment file with details of when it was carried out, by whom, dates of review, and any actions taken following review or incident.

All records will be easily kept on site and available for inspection by Ofsted

Where Ofsted notifies a nursery in advance of the period in which an inspection will take place, the information will be passed on to parents.

Abbey Nurseries Ltd. will ensure that copies of the inspection report are provided to all parents

Complaints

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3.73 This Policy covers our procedure for dealing with concerns and complaints from parents and/or carers, and a written record of any complaints, and their outcome

3.74 This Policy covers how we make available to parents and/or carers details about how to contact Ofsted, if they believe the provider is not meeting the EYFS requirements.

Policy and procedure for Complaints

It is Abbey Nurseries policy to respond quickly to all concerns and complaints from parents. Written complaints will be investigated by following the complaints procedure and the outcome of that investigation will be notified to the complainant within 28 days.

On request we will provide Ofsted with a written record of all complaints and the subsequent action. If we become aware that we are to be inspected, we will notify parents and/or carers.

The complaints file will be available for inspection by parents or prospective parents on demand. Records of complaints will be kept for three years.

If you believe we are not meeting our EYFS requirements you can contact Ofsted below;

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Telephone: 0300 123 1231

After an inspection, we will supply a copy of the report to parents and/or carers of children attending on a regular basis

Policy and procedure for Information about Abbey Nurseries Ltd

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3.75 We hold the following documentation:

- name, home address and telephone number of the provider and any other person living or employed on the premises (this requirement does not apply to childminders);
- name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the early years provision;
- a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person; and
- their certificate of registration (which is displayed at the setting and shown to parents and/or carers on request).

Policy and procedure for Changes that must be notified to Ofsted

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3.76 We will notify Ofsted of:

- any change in the address of the premises; to the premises which may affect the space available to children and the quality of childcare available to them; in our name or address, or our other contact information; to the person who is managing one of the Abbey Nurseries Ltd locations;
- any proposal to change the hours during which childcare is provided; or to provide overnight care
- any significant event which is likely to affect the suitability of Abbey Nurseries Ltd or any person who cares for, or is in regular contact with, children on the premises to look after children;
- any change in the name or registered number of Abbey Nurseries Ltd;

3.77 We will notify Ofsted about a change of person except for managers, as specified in paragraph 3.76 above, and give Ofsted the new person's name, any former names or aliases, date of birth, and home address. If there is a change of manager, we will notify Ofsted that a new manager has been appointed. Where it is reasonably practicable to do so, notification will be made in advance. In other cases, notification will be made as soon as is reasonably practicable, but always within 14 days.

ABBEY PLACE DAY NURSERY POLICIES AND PROCEDURES

MEETING THE REVISED EYFS FRAMEWORK SEPTEMBER 2014