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EYFS

Early Years Foundation Stage (EYFS). The framework that schools and childcare providers must meet for the learning, development and care of children from birth to 5.

https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers_.pdf

EYFS Nutrition Guidance

https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf

Working Together to Safeguard Children

https://assets.publishing.service.gov.uk/media/681b42043f1c73824ee3e4f0/Children_and_young_person_guide_to_working_together_to_safeguard_children.pdf

Mission Statement

Established in 1989 by Paula Woodman MBE and awarded Montessorian of the year, Woodentots is a special pocket in the community, offering a child centred blended approach to education, combining quality Montessori to provide a sessional nursery and day care. It is a home from home experience where children can be children. Where children are deeply respected, thoroughly listened to and cared for by passionate and educated practitioners who bring a quality like no other.

Children can begin their journey with us at Hive babies from age 6 months - 3 years and then move across to our Rochester Road setting. This next step lays the foundations for school readiness.

What is unique about the Woodentots blended approach?

Montessori is at its roots, offering a hands-on approach to learning, where children are encouraged to be independent with their everyday activities to build up their independence, confidence and resilience. They are introduced to the Montessori work cycle, using the materials to further their knowledge. Following the structure of the day is fundamental to achieving a purposeful yet fun and calm atmosphere.

How this looks at Hive babies

Opportunities to self-select open-ended toys and materials to be able to use in creative ways. Lots of opportunities to use sensory trays such as rice, pasta and flour for scooping, pouring and transferring using hands, fingers, spoons and tongs. These types of activities build up their fine motor skills that are essential for children of today.

Food is the heart of Hive. As a passionate cook, Paula cooks a wholesome, vegetarian meal each day for the babies following the baby led weaning approach, the children self-serve themselves and mealtimes are a thoroughly enjoyable experience.

How this looks at Rochester Road

Low level shelving for the children to self-select Montessori materials from the shelves. Their key teacher guides them through the different activities and levels of engagement to learn to be independent, free thinking, creative and knowledgeable children.

Outdoor learning / Forest school

Paula was one of the first London Forest School nurseries with the 'no such thing as bad weather' motto right from the beginning.

How this looks at Hive babies

We have a secluded natural garden with plants and trees. There are opportunities to crawl and toddle around, exploring nature and the array of new and exciting activities the teachers set up for them. Such as petals in their mud kitchen or themed tuff trays to explore. Our beautiful Montessori studio equipment with Montessori materials for the children to use more focused activities for when they are developmentally ready.

How this looks at Rochester Road

Our enchanting 100 foot garden with a mature canopy of trees is just magical. The children can freely move from indoors to outdoors to enjoy the mud kitchen, cosy nooks and building with loose parts such as blocks, planks and crates. Each day there is something new set up by the teachers that links in with our learning themes. For example, a dinosaur landscape, potion making, natural dyes or a wood craft skill. During the winter months we will have a campfire and toast pitta bread for snack.

Forest School at Rochester Road

During the children's final year with us we take the children out for a Forest School session led by our experienced Forest School Leaders. They are introduced to the natural world through observing seasonal changes, fauna and flora, learning about life cycles, habitats and playing freely the Forest School way. Simply children being children, to be inventive and free. From this builds their creativity, resilience, independence and the ability to collaborate with their ideas.

Waldorf

We are inspired by Waldorf pedagogy with weekly rhythms, seasonal displays and celebrations such as Michaelmas and Martinmas which help us to welcome the turning of the seasons.

How this looks at Hive babies

Many of our toys are natural and those used in Waldorf schools, for example soft bodied dolls, Grimms toys and silks. There is a play frame for a cosy nook. We follow some of the Waldorf seasonal crafts and daily rhythms. We bake bread and use the wet-on-wet painting technique. The environment has been created with a softness of drapes and calming music.

How this looks at Rochester Road

We follow some of the Waldorf seasonal festivals such as Martinmas, Michaelmas and May Day. There are seasonal displays, Waldorf toys and daily rhythms such as bread making, butter churning and candle time. The environment is cosy with muslins to create calmness.

Reggio

100 languages ...

Under the boughs of our apple tree, our creativity studio offers the children opportunities to explore art medium through sculpture, visual arts, drawing and painting, movement, music, construction and STEM activities. Creative thinking and bringing ideas alive. Storytelling, imagination and improvisation. It's such an inviting space and the children just love to be in there, be it role playing or creating.

Woodentots Operations Manager

Meet Dani - Dani is our Operations Manager. She originally did her Montessori training with us and couldn't leave! She's the nuts and bolts of Woodentots bringing her smile kindness, efficiency and knowledge. The children adore her and she is wholeheartedly committed to the Woodentots ethos.

Section 1: Safeguarding

Child Protection

Policy Statement

Everyone employed by the provision has a responsibility in relation to child protection and safeguarding children. In most cases this will be the referral of concerns to the Designated Safeguarding Lead and Manager.

This policy is written with regard to the Government's statutory guidance 'Working Together to Safeguard Children 2023' and aims to outline: the role that the provision will have in relation to child protection; the procedures that staff should take; guidance on issues related to child protection generally; and provide key contact information. It is not exhaustive. All staff should use it as a rule of thumb, with the needs and safety of the child as being at the centre of any decision they make.

The aims of this policy are:

- to raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- to provide a systematic means of monitoring, recording and reporting of concerns and cases
- to provide guidance on recognising and dealing with suspected child abuse
- to provide a framework for inter-agency communication and effective liaison
- to identify strategies and interventions available to support children at risk.

Procedure

In order to safeguard children, we will:

- adopt child protection guidelines as recommended by our Local Safeguarding Children Board (CSCB) and other appropriate professional bodies
- implement appropriate procedures and code of conduct for all staff
- raise awareness with staff and parents that concerns about the welfare of a child and child protection are taken seriously, with appropriate action being taken
- create an environment where children are listened to and their concerns taken seriously
- share information with other agencies on a need-to-know basis
- involve parents and children, except where doing so would put the child at greater risk of harm
- follow safer recruitment guidance and procedures
- Request safeguarding records from previous settings and send safeguarding records to future settings or schools.
- provide effective staff management through access to supervision, support and training
- review this policy at regular intervals to ensure it is updated and informs day-to-day practice

Designated Safeguarding Lead

The overall designated safeguarding lead (DSL) is Paula Woodman. Each of our settings will have additional DSL. Their roles are to help coordinate any concerns that are raised regarding the welfare of a child and to liaise with other professionals where appropriate, including the local authority social care for children.

The designated person will:

- coordinate action within the provision and liaise with social care and other agencies over cases of abuse and suspected abuse and act as a source of advice within the provision
- ensure that staff are familiar with the provision's policy and procedure
- make child protection referrals, recording and reporting accordingly
- liaise with agencies about individual cases
- organise training on child protection and safeguarding children within provision
- ensure that appropriate strategies for recording and reporting incidents are kept within provision
- provide appropriate feedback to members of staff as and when necessary.

Staff

Staff should be alert to the signs of abuse as detailed in this policy

- report any concerns immediately, where possible to the DSL
- consult with the DSL if in any doubt as to how to proceed
- follow the advice given in this policy in relation to how to handle disclosures.

Partnerships with Parents

It is important that the provision has an established approach to working with parents. Parents' and children's need for privacy should be respected. However, the priority is the needs of the child and effective liaison is crucial for this. It should be recognised that families from different backgrounds and cultures will/may have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined later in this policy. Where possible staff should work with and share information with parents. Permission for liaison and information sharing with outside agencies should be sought unless it places the child at risk. In such cases it is preferable to seek advice from the MASH team, social care or make a child protection referral.

Definition of Child Protection: Abuse and Neglect

Child abuse and neglect are defined as the persistent failure to meet a child's essential needs by omitting basic parenting tasks and responsibilities.

Abuse might fall into the categories of:

- physical
- sexual
- emotional

- neglect

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, FSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats. This includes domestic violence and any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, and the effect on children. Hearing the abuse from another room, seeing a parent's injuries or distress afterwards, finding disarray like broken furniture, being hurt from being nearby or trying to stop the abuse, experiencing a reduced quality in parenting as a result of the abuse.

Guidance on Recognising Abuse

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It is not the responsibility of staff to decide whether child abuse is occurring but to act on any concerns and report these to the appropriate party. The health, safety and protection of a child are paramount. Staff should respond appropriately and in a timely way to signs and symptoms which gives them cause for concern.

These include:

- significant changes in children's behaviour or appearance
- frequent mood changes
- deterioration in their general well-being
- unexplained bruising, marks or signs of possible abuse
- signs of neglect such as being unkempt
- comments children make which give cause for concern
- not wanting to go home
- seductive behaviour
- a child who is quiet and withdrawn
- a child who gives the impression of being unloved and unhappy
- 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.

More details on how to recognise signs of abuse are detailed at the end of this policy.

Policy on Dealing with Suspected Abuse

All staff should refer concerns to the DSL as soon as possible. In the meantime, they should:

- consider the child's welfare as paramount
- believe the child and take them seriously
- remain calm and caring
- reassure the child that they have done the right thing in talking to them
- make notes of the conversation as soon as possible, using the child's own words, sign and date and file appropriately or upload to MMC (depending on each individual settings agreed procedure)
- explain what will happen next and who will be told

Staff should not:

- promise confidentiality
- postpone the discussion until a different time
- interpret what they have been told
- probe or ask leading questions.

Where the staff member suspects that a child is being abused they should:

- immediately tell the DSL or manager about their concerns
- make factual notes of what has occurred, using the child's own words where relevant and any action taken.

The DSL will follow the procedure:

- Where possible, they will discuss concerns with the child and their parents and obtain agreement to make a referral to children's social care unless this discussion would put the child at increased risk of significant harm.
- Seek professional advice if unsure about whether or not to talk to parents first, such as the Camden MASH team.
- When a referral is made, agree what the child and parents will be told, by whom and when. Inform the recipient of the referral what information has already been discussed with the child and their parents.
- If a telephone referral is made, it must be confirmed in writing within 48 hours. Children's social care should acknowledge the written referral within one working day of receiving it, indicating the course of action chosen. If nothing has been heard back within three working days, contact children's social care again.
- Under no circumstances confront the abuser. There is a risk of forewarning the abuser and compromising any investigation or prosecution.
- Inform Ofsted within 14 days of any serious allegations of harm or abuse by any person living, working, or looking after children who attend the setting (whether the allegations relate to harm or abuse committed on the premises or elsewhere) and if action has been taken in respect of the allegation.
- Contact the police in an emergency.

Confidentiality

Relevant information about the protection of children must be shared with the investigative agencies, but only on a “need to know” basis. Staff should be careful in subsequent discussions and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Contact Information

If there are concerns about a child contact:

MASH (Multi-Agency Safeguarding Hub)

020 7974 3317 or emailed at LBCMASHadmin@camden.gov.uk

During out of office hours (9:00am-5:00pm Monday -Friday), contact:

Emergency Duty Team on 020 7974 4444

Website www.cscp.uk

If the child is at risk or immediate harm call the Police - 999

Allegations of Abuse

Policy Statement

Woodentots is committed to safeguarding and promoting the welfare of children within our care. To achieve this, we work to ensure a safe environment. This encompasses having a policy in place to manage allegations against members of staff or volunteers, where concerns are raised that the person may not be suitable to work with children.

Appropriate policies and procedures, as well as following the principles of good practice, protect both children and adults working in the setting. Though there are procedures in place to ensure safer recruitment of members of staff and volunteers, an allegation may be made against a member of staff or volunteer. In such circumstances, the procedures outlined within this policy should be followed. At Woodentots all allegations made by a parent, staff member or a child towards a staff member or volunteer will be considered seriously. This policy is in no way an indication that the management of Woodentots does not trust their staff fully, but is a matter of good practice in regards to safeguarding children.

Procedure to follow when an allegation is made against a member of staff

The following procedure will be followed in cases where it is alleged that a teacher or member of staff (including a volunteer/student) at Woodentots has:

- shown prejudice toward a child in any way that relates to the child’s individual situation including individual needs of education and care
- been emotionally abusive toward a child or colleague
- behaved in a way that has harmed a child, or may have harmed a child
- behaved toward a child in a way that indicates they are unsuitable to work with children possibly committed a criminal offence against a child

If the allegation meets any of the criteria described above, the DSL is to be informed and will report it to the **LADO** within one working day.

LADO

Tel: 0207 974 4556

Address: 5 St.Pancras Square London NIC 4AG

If the referrer is in doubt that the threshold is met, they can contact the **local authority designated officer (LADO)**. Links can also be found through the **Camden's Safeguarding Children Partnership** website www.cscp.org.uk

Allegations against Staff Policy

This policy outlines the procedures to be followed when a concern or allegation of inappropriate behaviour that is potentially harmful to a child, is raised against a staff member, ensuring a proper investigation, safeguarding of children, an appropriate disciplinary action if needed, while also protecting an accused staff member. This typically includes immediate reporting to the DSL, contacting the local authority designated officer (LADO), potential suspension, pending investigation, and detailed documentation of the incident and investigation process.

The member of staff against whom an allegation has been made should always be:

- treated fairly and with honesty and helped to understand the concerns and the processes involved.
- kept informed of the progress and outcome of any investigation and the implications for themselves, e.g. disciplinary or related processes
- kept informed about events in the workplace if they have been suspended.

Suspension does not need to be automatic. It should be considered in cases where:

- it is suspected that a child(ren) is at risk of significant harm
- the police are investigating the allegation
- there are grounds for dismissal due to the nature of the allegation.

If the individual returns to work following suspension, the employer should consider what help and support might be appropriate and how best to manage the staff member's contact with the child concerned if they are still attending the setting.

Any allegation should be treated seriously and objectively, with those concerned keeping an open mind. They should not:

- investigate or ask leading questions if seeking clarification
- make assumptions or offer alternative explanations
- promise confidentiality (reassure that the information will only be shared on a "need to know" basis).

They should:

- make a written record of the information given, including the time, date and place of the incident(s), persons present and what was said; sign and date the written record. Any meeting regarding an allegation must have a witness.
- Ensure that the setting's procedures are followed.
- Under the Safeguarding Vulnerable Groups Act 2006, a referral to the Disclosure and Barring Service will be made where a member of staff is dismissed (or would have

been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

- Ofsted will be notified of the action taken in respect of allegations made. These notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Follow any recommendations from LADO.

Procedures to help protect staff from allegations of abuse

Staff should follow the provision's Code of Staff Conduct, particularly ensuring the following:

- The safety and welfare of the child is always paramount.
- Staff must fulfil their responsibilities and duties towards children by working in partnership with parents.
- Staff relationships with children and families are conducted in a professional manner at all times.
- All provision policies and procedures are followed, these listed are particularly relevant. Parents as Partners, Behaviour Management and Equal Opportunities/Inclusion/Special Educational Needs.
- Staff must be vigilant in health and safety matters, e.g. recording any bruises/marks a child has on arrival in their accident record (MMC) and keep comprehensive and up-to-date records.
- Comprehensive reporting of all children's accidents should be made aware to parents, for their signature. Where possible any written account should be witnessed by a second staff member.
- Any training needs identified in team members should be passed on to their Manager.
- Advice, help and/or support is sought if they find a child's behaviour is persistently challenging or difficult to manage.

Physical Contact

Background

All adults who come into contact with children and young people in their work have a duty of care to safeguard them and promote their welfare. Children learn best when they are healthy, safe and secure. There is no legal ban on physical contact between children and practitioners. The Children Act 1989 places the wellbeing of the child at the centre of keeping them safe and does not prevent staff from helping with ordinary basic physical needs. All staff working in Woodentots know that inappropriate behaviour with or towards a child or children is unacceptable. However, it is unrealistic to suggest that staff should never touch a child, although physical contact to keep children safe and stop them hurting themselves or others should be minimal. Where a child might need comfort, staff members will seek consent.

Aim

The aim of this policy is to ensure that all physical contact between adults and children in Woodentots promotes the child's/children's safety and welfare. This policy is part of our Safeguarding Policy and should be used in conjunction with our Behaviour Management

Policy. It also forms part of our Code of Conduct for Staff and Volunteers that is underpinned by the Safer Working Practice 2024 (Keeping Children Safe in Education). The principles underlying this policy are taken from this guidance.

- In accordance with the Children Act 1989, the welfare of the child is paramount.
- All members of staff in the nursery are responsible for safeguarding and promoting the welfare of each child attending.
- Each staff member is responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff work, and should be seen to work, in an open and transparent way.
- The same professional standards are always applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Staff continually monitor and review their practice and ensure they follow the guidance provided by the nursery.

All members of staff encourage children to take responsibility for their own behaviour, using a range of approaches which help to safeguard each child and promote their welfare. These approaches will include:

- positive role modelling
- providing a range of planned interesting and stimulating activities
- setting and enforcing appropriate boundaries and expectations
- giving positive feedback

There are occasions, however, when a child's behaviour presents challenges that may require physical handling. This policy sets out expectations for the use of physical handling. There are three main types of physical handling that staff in the nursery may use. These are Positive Handling, Physical Intervention and Restrictive Physical Intervention.

Positive Handling

The positive use of touch is part of normal human interaction and may be appropriate in a range of situations with consent, such as:

- providing emotional support, for example placing an arm around a distressed child
- giving physical care, such as assistance with toileting or changing a nappy or wet or soiled clothing
- giving guidance to children, such as how to hold a paintbrush or use the climbing equipment
- providing first aid

Nursery staff will ask for consent and use appropriate care when touching children and will be sensitive to those children for whom touch may not be appropriate, such as a child who has a history of physical or sexual abuse, or is from a particular cultural group. In all such cases, discussion will take place with parents/carers about the most appropriate forms of promoting the child's welfare.

Physical Intervention

This may include mechanical or environmental means, such as a locked door, gate, or high chair. Such measures are used to ensure a child's safety and promote their welfare. This is not to be used as a form of behaviour management.

Restrictive Physical Intervention

This involves the intentional use of force by a staff member to restrict a child's movements against the child's will. Generally, this will be through the use of the adult's body rather than by the use of mechanical or environmental means. Where restrictive physical intervention is needed staff will:

- aim for side-by-side contact with the child and avoid positioning themselves in front (to reduce risk of being kicked) or behind (to reduce risk of allegations of sexual misconduct)
- aim for no gap between the adult's and child's body when side-by-side to minimise the risk of impact and damage
- aim to keep their own back as straight as possible
- be aware of head positioning to avoid head butts from the child
- hold children where there is the least likelihood of causing damage, i.e. by the "long" bones rather than the joints
- ensure that there is no restriction to the child's ability to breathe, avoiding holding the child round the chest cavity or stomach
- avoid lifting the child.

Staff at Woodentots will use restrictive physical intervention only:

- in extreme cases to prevent a child hurting themselves or others or causing damage to property
- where to physically intervene is in the child's best interests
- prevent a child running away on an outing
- where possible, staff will make use of other strategies, such as saying "stop" and/or diverting the child to another activity
- they will use restrictive physical intervention only when necessary and in conjunction with other forms of intervention
- where restrictive physical intervention is necessary, staff will use the minimum force that is proportionate to both the child's behaviour and the harm that they may cause
- physical intervention will not be used as a form of punishment under any circumstance

Recording and Monitoring

All incidents requiring restrictive physical intervention will be recorded as soon as possible and within 24 hours of the incident. This record will include:

- who was involved
- the reason physical intervention was considered appropriate
- how the child was held
- the date and time of the incident
- the length of time the physical intervention had to continue
- any injuries or subsequent distress
- the action taken

Parents will be informed and given a copy of the record. Intervention will be monitored and any necessary adjustments made to keep the child/children safe and promote their wellbeing. Need to know is recorded on MMC in individual children's records.

Whistle Blowing

Policy Statement

This policy is designed to provide guidance to all those who work with or within the setting who may from time to time feel that they need to raise certain issues relating to the setting with someone in confidence. Workers who in good faith raise genuine concerns under this policy will not under any circumstances be subjected to any form of detriment or disadvantage as a result of having raised their concerns.

Procedure

1. This policy will apply in cases where staff genuinely and in good faith believe that, within the setting:
 - A criminal offence has been committed, is being committed or is likely to be committed.
 - A person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject.
 - A miscarriage of justice has occurred, is occurring or is likely to occur.
 - The health and safety of any individual has been, is being or is likely to be endangered.
 - The environment has been, is being or is likely to be damaged
 - Information tending to show any matter falling within any one of the preceding paragraphs has been, is being or is likely to be deliberately concealed.
2. There is no need for an employee to prove that the breach or failure that they are alleging has occurred or is likely to occur. A reasonable suspicion will suffice, i.e where the employee reasonably believes that the information disclosed is substantially true. Employees should, however, note that they are not entitled to make a disclosure if in so doing they commit a criminal offence.
3. Staff should be aware that the policy will apply where a disclosure is made in good faith and where they reasonably believe that the information disclosed and any allegation contained in it are substantially true. If any disclosure is made in bad faith (for instance, in order to cause disruption within the setting), or concerns information which staff do not substantially believe is true, or indeed if the disclosure is made for personal gain, then such a disclosure may constitute a disciplinary offence.
4. OFSTED will need to be contacted if there has been disclosure that might put children at risk.
5. DBS will be contacted to report any reasons for dismissal which might have put children at risk or the Management feel performed in a manner proven to be

unacceptable i.e hitting a child. This will then be recorded and may result in a barring to work with children.

6. Staff should follow the steps set out in our Safeguarding policy and where appropriate make a referral to LADO .

Attendance Policy

Whilst it's not a requirement for children to attend an Early Years setting it is a requirement to follow up any absences. This is part of our Safeguarding policies to keep children safe both at home and in nursery. We are required to follow up on any absences or patterns that might alert us to contact Social Services for any unexplained absences.

- Please email through any planned absences such as holidays in advance.
- Email or contact setting phone by 10.00am if your child is not attending that day for example they are unwell.
- If we do not hear from a parent, we will contact the 3 emergency contact numbers provided by you to follow up on an absence.
- If we are not satisfied with the response from the parent about attendance/lateness, we will contact social services
- In circumstances where we do not hear from a family we are required to come and knock on your door to ensure you are all okay.
- We may contact Social Services or the emergency services should we be alarmed by the silence.

Arrival of Children

The arrival of the children at the start of each session is very important. This can have an impact on the whole session for the child. We will work with each individual family where possible to establish a settling routine for each child. This will be based on their previous experiences at being left in the care of others and will be regularly reviewed as they settle and develop.

Each child's key person will discuss the child's individual needs with their parent/carer. Parents are welcome to stay until they are confident that their child is settled. We also invite parents to contact the setting for an update if they are at all concerned. We have established a routine for the children when they arrive — this helps them to settle and develop a sense of belonging.

On arrival parents will be greeted by a member of staff who will register the child on the daily register. If we feel a child needs additional emotional support from their parent/caregiver, we would ask them to support their child to find their coat peg (labelled with their name and photograph), hang up their coat and change into their nursery footwear.

Thereafter, children are encouraged to join in the activities by their key person. They can choose from a range of activities — these will include quiet activities such as sharing a book

as well as group activities such as bread making and access to creativity. We offer a free flow setting from inside to outside in our Rochester Road and Herbert Street nursery. Parents are encouraged to sensitively share information on their child during this time. For example, if their child has had a bad night's sleep, went to bed late the previous night, or has been upset over an incident. This enables us to support the child's individual needs. If you have any concerns about your child settling or need to adapt their arrival routine, please do not hesitate to contact us.

Collection/departure policy

Providers must only release children into the care of individuals named by the parent. Except where there is a reasonable excuse, we must obtain written permission from parents where children are to be picked up by another adult. We will only release your child from our care to adults who have permission to collect them. We will therefore need you to provide us with a list of people authorised to collect your child. If they are not known to us, please provide a photograph for us to keep on file or bring them to be introduced to the Manager. It would also be helpful to know what your child calls the people, so that during the day we can prepare them for the arrival of their "Gran", "Grandad" or "Auntie".

In the event of an emergency, we can operate a password system where you can send someone not authorised to collect your child but who is able to give us the **password**.

It is important that you arrive on time to collect your child. Even very young children learn our routine and know when their parents collect. They can become distressed if you are late. We know sometimes delays are unavoidable, especially if you are relying on public transport. If you are delayed for whatever reason, please contact us and let us know when you expect to arrive. We will normally be able to accommodate the additional care, however, if we are unable to do so, we will contact other adults from the authorised list and arrange for them to collect your child. We will reassure your child that you are on the way and if necessary, organise additional activities and a snack.

If we have not heard from you within 15 minutes, we will try and make contact with you. We will also attempt to contact the emergency numbers provided. If we are unable to make contact with anyone we will need to inform Social Services and follow their advice. We reserve the right to make an additional charge for late collection. If you have any concerns regarding this policy please do not hesitate to contact us.

Nappy Changing, toilet training and privacy policy

- Children do not need to be toilet trained to join our nurseries, in our sessional nurseries you will be asked to bring your own named pack of nappies and wipes to leave at the setting. Our day nurseries provide all eco nappies and wipes.
- We have a changing mat and use a disposable couch roll. Used/soiled nappies are disposed of in nappy sacks and then in lidded bins. These are emptied daily.
- All staff use disposable gloves when changing children's nappies to reduce the risk of spreading any infections. If your child is allergic to these please let us know.

- Children's nappies are regularly checked and changed if required, and immediately if soiled. In our baby nursery, all changes are logged in My Montessori Child. Our sessional nurseries have a physical nappy changing chart.
- We believe that changing a nappy should provide lots of opportunity to communicate with your child and as their understanding grows provide time to discuss basic hygiene issues, preparing them for toilet training.
- We will always ask your child for consent and explain to them what we are going to do.
- We will provide privacy for the child, so they are not in direct exposure.

When your child starts to show signs that they are becoming aware of their bodily functions we will arrange a convenient time to meet with you and discuss your plans on toilet training your child. We would ask you to start the process at home first during the weekends. It is unusual for a child to be ready to use the toilet much before their second birthday and for some children it can be later. Please do not be concerned if your child shows no signs of being ready yet. It is very important that we work together to toilet train your child and pick the right developmental time to do it. The most important thing is that we work together to give your child the support and reassurance they need during this period. We will provide you with daily feedback on how your child is progressing. Please ask to see our toilet training document which has a Montessori approach.

To help your child become independent in using the toilet we provide the following equipment:

- Low level toilets
- Low level wash basin
- Books on toilet training
- The Montessori approach to toilet training

If you have any concerns regarding your child's nappy changing or toileting please do not hesitate to contact us. Please let us know if you wish to discuss your child's toilet training.

Visitors

Policy Statement

It is our policy to encourage visits to the setting by various people who could help the children's learning and development, such as health professionals, police, fire fighters, as well as musicians and storytellers. Parents, carers and students may also visit to share their skills.

Procedure

All staff should follow the procedure below for all visitors

- Visitors should be required to sign in, giving their name, and company if relevant, purpose of visit and time of arrival and departure. They will be asked to wear a visitor's badge.
- Visitors should not be left alone with the children at any time.
- Visitors should be made aware that they must not use their telephone in the setting.

- Regular visitors, i.e. those visiting more than once a month, must have suitability checks carried out.
- Staff ratios should be maintained at all times, including when visitors are being escorted.

The visitors' book is kept in working documents by the front door.

All Electronic Devices

Policy Statement

Our setting operates an all electronic devices policy which encompasses cameras and recording devices, mobile phones, tablets, ipads, laptops and smart watches. The aim of the policy is to protect children, protect staff from allegations and to maintain high standards of care within the school. We aim to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

Procedures

Staff, students and volunteers are not permitted to carry mobile phones or wear smartwatches around the setting when children are present and all teachers will be asked to leave their phones in the phone box during their time at the setting.

Mobile Phones

- The Nursery allows staff to bring in personal mobile telephones and devices for their own use. Users bringing personal devices into the nursery must ensure there is no inappropriate or illegal content on the device.
- Staff, students and volunteers are not permitted to carry mobile phones around the setting when children are present and all adults will be asked to leave their phones in the phone box during operational time at the setting.
- This will not apply to visiting prospective parents or other visitors as long as they are accompanied by a staff member at all times. However, we request they do not use them whilst in the setting.
- There is a sign on the door reminding everyone visiting that they must not use their phone whilst on our premises.
- If staff have a personal emergency, they are free to use the setting's phone or make a personal call from their mobile in the office (or where no children are present).
- Staff will need to ensure that the Manager has up to date contact information and that staff make their families, children's schools and other important points of contact aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
- We have our own outing and forest school phones as well as classroom phones. These are for us to communicate within our teams and have parent's emergency contacts on them. They are left in the setting and checked by the manager.
- We recognise that staff escorting children on outings, need to have access to an additional mobile phone in case of emergencies. Staff are permitted to take their personal mobile phones, solely for use in situations deemed to be an emergency. Staff are not permitted to take photographs using their mobile phone. The personal mobile phone is to be kept in the outing rucksack, and only used in an emergency

and in the company of another teacher. If taken, the Manager / Deputy will check the phones on return. After which they must be placed back in the phone box.

- We remind all staff members to follow our policies and procedures around whistleblowing should they see inappropriate use of a phone.
- It is imperative that there is communication between management during the school day. In these situations, they are permitted to use their phone for communication only.
- Staff should not give out personal mobile numbers to parents/carers.
- If parents want to contact us during an outing they must call the outing phone.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Nursery Manager or DSL.
- Concerns will be taken seriously, logged and investigated appropriately.

All Cameras and Recording Devices / iphones / ipads

Photographs and videos are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements through MMC. This is an effective form of recording their progression and development in the Early Years Foundation Stage. Parents sign a consent form and have access to records holding visual images of their child. If a parent/carer does not give permission for their child to be photographed, all staff will be informed so that all reasonable steps can be taken to ensure that the child does not appear in any photographs. Permission is also sought if images are to be shared on a social media platform.

Staff

- Children will only be photographed or recorded by the use of the settings ipads or phones.
- All images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress. A child will never be photographed when their clothes or nappy are being changed.
- Images taken on the phones and ipads are used to upload to the children's My Montessori Child, please see My Montessori Child Ipad/phone policy.
- Under no circumstances must phones or Ipads of any kind be taken into bathrooms.
- Images are used to upload on to the My Montessori Child, classroom displays and in the weekly messenger. If they are used for social media, no faces are shown without prior permission from parents.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Manager/DSL.
- Other recording devices will only be used with prior permission from parents, with the purpose of recordings being fully explained.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policy.
- Students on occasion may be required to take photographs for use in their coursework as part of their course of study. Permission will be sought from parents prior to any photographs being taken. All photographs will be taken on the settings phone or ipad and not show the face of the child. All photographs will be checked by the manager and if deemed appropriate sent to the student.

Ipads / Phones

- Ipads and Iphones are supplied by the setting for the sole purpose of: recording observations of the children using My Montessori Child recording system; so the manager and deputy manager can keep track of the setting's email account; and for educational apps that have been approved and deemed suitable. As Well as contacting parents.
- Teachers using an ipad for educational purposes must check the content prior to showing children to ensure it is appropriate. For example, learning more about volcanoes.
- The Manager / Deputy will check the phones and ipads periodically to ensure they are happy with the content.
- For information on how MMC safeguard information, please contact My Montessori Child directly which you can do through the app.

Confidentiality and Client Access to Records

Policy statement

Definition: *'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.'* (Information Sharing: Practitioners' Guide)

In our settings, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our settings. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

- We always check whether parents regard the information they share with us to be regarded as confidential.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our record keeping procedures).

Client access to records procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

- We share all children's records on MMC with parents
- Parents can request in writing to the setting manager to see their child's safeguarding records in compliance with Camden Safeguarding Children Partnership.
- We are required to share any safeguarding concerns with future settings and schools.

Legal framework

- Data Protection Act 199
- Human Rights Act 1998

Section 2: Suitable People

Key Person

Policy Statement

We believe that children settle best when they have built a relationship with their key person, who are building a relationship with them and their family and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

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

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child. The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person before the child starts.
- A home visit may also be offered to a family.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between our children in the setting.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

Before a child starts to attend the setting, we use a variety of ways to provide parents with information. These include written information through our 'induction pack' and a link to all our policies and procedures to help towards preparing and settling children into nursery.

- We provide opportunities for the child and parents to visit the setting.
- We offer an induction session for children in our nurseries to attend with a parent or caregiver prior to starting.
- When a child joins us, we explain the process of settling-in with the parents and work together on the best way to help the child to settle into the setting.
- We allocate a key person to each child and family to share information and build a relationship to help towards the settling-in process.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Children are very individual in how they settle, your key worker setting manager will guide you with an individual plan to suit your child.
- Periods of time away from the setting such as holidays may mean that children might need time to re-adjust.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when they arrive, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them. The teachers will guide the parents.
- We do not believe that leaving a child to cry will help them to settle any quicker and that a child's distress will prevent them from feeling secure in our setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first six weeks of starting we offer a time to come in and talk with the key teacher to share how the settling is going with them as well as daily verbal feedback.
- Our parents area on our website offers tips to help towards setting in.

The role of the Key Person

Each child is part of a Family Group at Woodentots - a Key Person, to provide the child and their parents with a sense of belonging. To get to know the Woodentots way and to see their child nurtured and blossom in our care.

A key person is a dedicated staff member who fully understands the learning, development and care needs of the child. This gives them the confidence to leave their child at Woodentots knowing they will be cared for in a way that is tailored to the information they provide.

Sharing of information allows the Key Person to build up a relationship with the child and their parents, building up partnerships between home and Woodentots.

Rochester Road

We have an induction tea or settling in session which is a time to meet the families to chat and get to know each other and the environment as well as information gathering. We find out as much information as possible to discuss the child's routines, likes and dislikes. A Unique Child Form is completed which is helpful during the first weeks also known as Starting Points. The interests of the child can help with transitions, for example if we know they like trains, we will set up the train track with them on their first day. Any allergies or dietary requirements can be discussed as well as medical needs. You can share with us if they have a comfort toy and or we can perhaps suggest a transitional object such as a scarf that smells of the parent. Your key teacher will share this information with the team, as well as write down their daily routines such as their sleep patterns. For children with English as an additional language we ask parents to write some key words down for you such as a drink, food, toilet, cuddle.

Hive Babies

We provide an initial 3 hour information gathering morning for both parent and child. Thereafter a settling in plan is made to gradually increase their time in our setting. This plan is made between the parent and the key person and manager. It is suggested to start the settling in process prior to returning to work where possible.

Parents can come to the Key Person with any concerns or worries they might want to discuss as well as sharing information that might be relevant to how the child is feeling that day. For example, a parent is away or they had a bad night's sleep.

If the child has been to a previous setting, ask for any records to be shared. You need permission from the Parents to contact a previous setting.

All about me - Unique Child form

Parents are asked to complete this form by way of us having an overall picture of the child's likes and dislikes. This is shared with the team so that all staff members have an understanding of each individual child within our setting.

Home visits

Some families might like a home visit to help towards settling in. If a teacher feels this will be beneficial to a child this can be suggested to the family. It's suggested that the 'Owl babies' story sack is taken as something to share and link home to Woodentots.

Moments videos

There is a section on MMC for moments videos. Throughout the first few weeks short videos will be uploaded to share special moments. These are important for families to see their child is having a good time, particularly for nonverbal children.

2 year old check

The first observations build up the child's 2-year check. This can be anytime between 2 years and 3 years old. We ask if their health visitor has invited them in for a 2-year check so you can share information.

This is a time to look at the Prime areas:

Personal, Social and Emotional Development
Physical Development
Communication and Language

Which might indicate early signs of a child with a Special Educational Need or specific support with something for example toileting, food or sleep.

If the staff are concerned about one of your children's development, they will voice this at a team meeting and talk to the setting Senco, manager and Paula. A meeting will then be arranged with the family.

SEND

If a SEND has been identified, an Education and care plan known as EHC Plan as well as targeted learning through an Individual Education Plan (IEP). The SENco will liaise with your key teacher to put this in place.

Sending messages through MMC

Parents can message teachers through MMC if there is anything they might like to share. There is also a My Child at Home feature parents can opt to use to make their own observations.

Recording meetings on MMC

When you have a meeting with your key teacher, the meeting will be recorded on MMC in consultations. They will use this to record any chats you may need to refer back to. e.g. SEND meetings, or complaints.

Parent Teacher Chats

There is a parent /teacher chat every term. Parents can request a meeting anytime if they feel there is something they need to discuss with the key teacher or manager. Or we might ask to have a catch up. During these meetings we will share the joy of your child and celebrate their achievements. Your key teacher will also discuss next steps for. We will listen to any concerns and sensitively share anything we feel the child is struggling with. We will give reassurance and suggestions to help. A setting manager or Paula may sit in on these meetings.

Birthdays

The key person will organise and deliver the birthday walk. We will ask you to provide photos from each year of your child's life. We invite parents to join the Candle time and at Hive Babies we video the Montessori birthday walk to share with them. At Rochester Road, fruit is brought by parents to share.

Teachers

Not all our teachers at Woodentots are key teachers, these Practitioners will also work with your children and do observations. Children will gravitate to other teachers, sometimes bonding more with another. As a small setting we all know each other's children.

Transition

When the children leave the setting, key teachers will be involved in the transitioning to share any information that might help towards a smoother transition. Reports for all children are written when they leave Woodentots, this report is from the Montessori perspective and linking it with the EYFS. Teachers may need to write additional reports for children leaving to private schools, these are often in the schools' own format. Key teachers will attend meetings during Camden's transition week for children going to local state primary schools within the borough of Camden.

Continuous Professional Development

We provide all our team with access to Noodle Now, an online training platform with a repertoire of courses to inspire and support professional development. Training opportunities such as Montessori and Forest School are also offered.

Safer Recruitment Procedures

Advertisement

We advertise through a variety of recruitment agencies as well as on our website and through social media. This would include a brief outline of the job description, qualifications and experience needed.

Advertisement Recruitment Process

- Request to see applicants CV and fill out the application form (see copy below)
- Initial telephone interview
- In person interview at the nursery. We ask the candidate to bring their DBS, identification, and any relevant training documents. During this time, we explain the full expectations and job role. As well as EYFS knowledge and Safeguarding. They

would also get a chance to observe the setting and ask any questions about the position.

- Reference checks – 3 will be required which will be followed up by a telephone reference to ensure the information is current. The applicant cannot begin working until the references have been received.
- The applicant will be asked to come for a trial day or a week if possible. This will be classroom based to observe the applicant with the children. They will be asked to do a joint observation and feedback to assess their knowledge of the EYFS. They will also be asked to plan and deliver an activity.
- Employment decision – Owner & Manager
- Terms of contract / full job description
- Apply for new DBS – or check on the update service
- Staff Induction – 3 months trial period

Woodentots Montessori Job Application Form

Name:

Address:

Email:

Telephone contacts:

Job applying for:

Qualifications:

(keep to relevant qualifications , you can attach a copy of your CV . We will need to see copies of your qualifications at your interview)

Do you hold an enhanced DBS check?

(we will need to see the copy at your interview)

Are you on the update service ?

Any relevant training you have had, such as First Aid or Safeguarding?

Where did you do your Montessori Training?

Who was your Teaching Practice Tutor?

What school did you do your Teaching Practice in?

Why do you think you are the right candidate for the position advertised?

What specific skill or knowledge can you bring to Woodentots?

Why did you leave your previous position?

Thank you for completing the form, we will be in contact if we would like to arrange an interview.

Section 3: Health and Safety

Administration of Medication Policy

Policy Aim

Woodentots puts the well-being of the children in its care at the very core of its services. Woodentots is keen to help children to attend, where appropriate, even if they are taking medication and to enable this to happen staff are trained to administer medication on site.

Procedure

In order for medication to be administered the following procedure must be adhered to by parents and staff for the health and well-being of all children in the setting.

- Woodentots requires written and signed consent in advance from parents which clearly shows the date, dosage and expiry date of any medication to be given. Recorded through MMC.
- The first 4 doses must be taken at home to ensure there is no allergic reaction.
- We can only administer medication prescribed by a doctor or medical professional. This includes lip balms, hand creams, eczema cream with the exception of nappy cream.
- Any medication left with staff for administration must be in its original container and bear its original label. The label must be legible and have the name of the child on it. If the medicine has not been prescribed for the child staff must not under any circumstances administer it.

When administering medication staff should:

- Wash their hands.
- Refer to the permission to administer medication form and to the administration record and carefully check that all details are correct.
- Be certain of the identity of the child to whom the medication is being given.
- Check that the prescription on the label of the medication is clear and unambiguous.
- Check the name of the medication matches the permission/administration form.
- Check the name of the child on the label matches the permission/administration form.
- Check the dose and method of administration.
- Check the expiry date.
- Check that the child is not allergic to the medication.
- Administer the medication as instructed on the label and as specified in the permission to administer medication form.
- Keep clear and accurate, signed records of all medication administered, withheld or refused.
- Ask another staff member to witness the dosage.
- Monitor any children taking medication and report any side effects immediately to the person in charge.

- Inform parents/guardians that the medication has been given when they pick up their children.
- All medication should be kept securely in the container provided. Unused or surplus medication should be returned to the parent/guardian.
- If a child refuses to take their medication staff should never attempt to force or coerce compliance. They should note the refusal in their records and follow any agreed procedures set out in the individual child's health care plan. Parents should be informed of the refusal on the same day.
- If a refusal to take medicines results in an emergency, the setting's emergency procedures should be followed.
- Written permission is required for emergency treatment of chronic illnesses, such as asthma where inhalers may need to be given on a long-term basis. In these situations an Medical Action Plan will need to be provided by a healthcare professional as well as a medication kit.
- For anaphylaxis, please see specific policy
- Staff will be asked to attend general training in the administration and monitoring of medication and to meet specific needs concerning administration, or other health-related matters.
- In an emergency situation, a first aider will be present, an ambulance called if necessary and parents informed immediately.
- The management should monitor staff to ensure the procedures are being carried out, and that they are clear to all. Staff will be asked to give feedback at meetings on any areas of concern or to identify training needs that they may have.

The policy will be reviewed annually and amendments and changes will be made as appropriate.

Medical information, including details about medicines, should be treated as confidential by all staff in the setting. The manager of the setting should agree with the parents who else should have access to records and other information about a child.

Children's/Staff medication box is kept in the designated medication area.

Asthma

Policy Background

This setting understands asthma to be a common disease involving the respiratory system in which the airways constrict and become inflamed, causing symptoms such as wheezing, shortness of breath, chest tightness, and coughing. These episodes may be triggered by such things as exposure to an environmental stimulant such as an allergen, tobacco smoke, cold or warm air, perfume, pet dander, moist air, exercise or exertion, or emotional stress. In children, the most common triggers are viral illnesses such as those that cause the common cold. This airway constriction responds to medication such as bronchodilators, which is often administered via an inhaler. This setting believes that children who suffer from asthma should have the opportunity of being able to play a full and active role in life and should not suffer from exclusion or discrimination in any way due to their condition.

Policy Aim

The aim of this policy is to enable this setting to ensure that children suffering from asthma have effective care and support while attending the setting.

- This setting recognises that asthma is a widespread and serious but controllable condition and that children with asthma can and do participate fully in all aspects of life.
- Children with asthma will be welcomed and included in all of the activities of the setting.
- We recognise that pupils with asthma will need immediate access to reliever inhalers at all times.
- We will keep a record of all pupils with asthma and the medicines they take.
- We will ensure that the whole setting including the physical, social, sporting and educational environment is favourable to children with asthma.
- We will ensure that children with asthma are not stigmatised or treated differently or discriminated against and we will help all children attending the setting to better understand asthma.
- All staff (including support staff) who come into contact with children with asthma will know what to do in the event of an asthma attack.
- We understand that children with asthma may occasionally experience bullying and we will have procedures in place to prevent this.
- Parents are asked to fill out an Asthma Plan Medication Arrangements
- The setting will work in partnership with all interested parties including parents/carers and doctors to ensure the policy is planned, implemented and maintained successfully.

The setting understands that in the case of an asthma attack immediate access to reliever medicines, usually an inhaler, is essential. In order for medication to be administered the following procedure must be adhered to by parents and staff.

- The setting requires written and signed consent in advance from parents which clearly shows the date, dosage and expiry date of any medication and the circumstances in which it should be given.
- Any medication left with staff for administration must be in its original container and bear its original label. The label must be legible and have the name of the child on it.

In this setting:

- Reliever inhalers will be accepted into the setting as described under Medication Arrangements.
- Reliever inhalers must be properly labelled for use by the child for whom they are prescribed; this label must display an expiry date which will be checked by staff when they accept the medication.
- Reliever inhalers will be kept in a container, near the first aid box, which is designed to be accessible in the event of an emergency.
- Parents/carers will be asked to ensure that the setting is provided with a labelled spare reliever inhaler in case the first one runs out
- Where a child requires their inhaler, staff will check that the correct inhaler is given to them and, where possible, allow them to administer it themselves.

- Where the child is too young or cannot administer the inhaler themselves they will be helped by a registered first aider, who will be on duty at all times, or by another member of staff specially trained in helping with medication.
- Any administration of medication will be recorded and reported to the parents/carers when they collect their child.
- Parents will be asked to help to write up a care plan for the child. This will include what might trigger the attacks, how many times the child has been hospitalised and how often medication is administered at home.
- Medicine that has not been prescribed for a child must not under any circumstances be given. Staff in the setting will never give medication to a child when it is prescribed to another.

Review

This policy will be reviewed annually.

Training

All new staff will be made aware of this policy on induction. Staff training regarding healthcare issues, including asthma, will be a regular feature of staff development programs. Staff will be asked to attend general training in the administration and monitoring of medication and to meet specific needs concerning administration, or other health-related matters.

Auto Injectors

Policy Aim

Woodentots is committed to ensuring the safety and well-being of all children, particularly those with known allergies. In cases where a child has been prescribed an autoinjector (e.g EpiPen) for severe allergic reactions, we work closely with parents to ensure proper care and administration in case of an emergency.

Procedure and Parental Responsibility

- Parents are required to provide two in-date autoinjectors (clearly labelled with the child's name and prescription details) for their child.
- These must be stored in an allergen emergency bag with the child's photo and contain a copy of the child's emergency care plan. This bag will be taken out on an outing and to the garden with the child.
- A care plan for the child, provided by the parents advised by a healthcare professional must accompany the medication. This care plan will outline the specific steps to follow in case of an allergic reaction.
- It is the responsibility of the parents to ensure that the autoinjectors remain in date. Woodentots staff will endeavour to remind parents when expiry is approaching, but it remains the parent's responsibility to replace the medication before it expires.

Storage of Medication

All medication will be stored in a clearly labelled container, with the child's name, photo, and allergy details. This emergency pack will be kept in the First Aid area.

Administration of the Autoinjector

Only staff who have received current training in the administration of an autoinjector are permitted to administer the medication. Staff are required to attend annual training on autoinjectors while there are children in the setting requiring this intervention.

In an emergency, if a child shows signs of an allergic reaction or anaphylaxis, the staff will immediately follow the child's individual care plan.

In cases where an autoinjector is administered, staff will:

- Call emergency services immediately.
- Complete all necessary paperwork (e.g. Incident Form).
- Clearly document the time and type of autoinjector administered for medical personnel.
- Ensure the child's emergency pack is taken to the hospital with the child, including any empty auto-injector pens.

Post-Incident Requirements

After administering an auto-injector, the child will not be allowed to return to nursery until the medication has been replaced and two in-date autoinjectors are provided for on-site use.

Woodentots cannot accept children who have been prescribed auto-injectors for anaphylactic shock onto the premises without their required medications. Children with out-of-date autoinjectors will also be unable to attend until valid replacements are supplied.

Preventative Measures

To minimise the risk of allergic reactions, Woodentots implements the following:

- All staff and families will be made clearly aware of any allergies affecting children within the setting.
- All food and materials used in activities will be carefully checked for allergens.
- Cooking recipes will be adapted as necessary.
- Any food packaging used for play, such as for modelling, will also be checked and avoided if allergens are present.
- Items such as other children's lunches, sun creams, and other products that may contain allergens will be clearly labelled and kept away from the child with the allergy.
- We provide parents with a Lunch box guidance document available on our website.
- Children are reminded not to kiss and staff members to be mindful of their own lunches or nut-based products.
- Red allergy mats will be used for children with known allergies to avoid cross-contamination and serve as a reminder to all staff.
- Ingredients list available to parents and staff to check all recipe contents for our day nurseries .

Training and Consent

Staff responsible for administering medication, including the autoinjector, must attend training and receive guidance in both general and specific administration of medicines. The management of Woodentots will ensure that there are enough appropriately trained staff available during all shifts to cover autoinjector administration and first aid.

Confidentiality

All medical information, including details about a child's allergies and medication, will be treated as confidential. Management will agree with parents regarding who has access to such information to ensure proper care and privacy.

Illnesses and Accidents

Policy Statement

It is the policy of this nursery that children in our care are kept safe at all times. The nursery understands its duty to promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill. In this respect the nursery is fully compliant with Section 3: Welfare Requirements of the Early Years Foundation Stage (EYFS) statutory framework.

Procedure

In this nursery we understand that all children have minor illnesses, such as minor coughs and colds, from time to time that do not prevent them from attending. In these circumstances nursery staff should allow children to attend.

The nursery is also aware that some children have longer term illnesses and conditions that, while serious, do not affect their day to day life and that living a "normal" life and attending early years care is an important part of their coping with that illness. These cases will always be discussed with the parents/guardians at the enrollment stage and, if accepted at the nursery, a suitable plan of care will be agreed which may involve the administration of medication.

However, the nursery is also aware that some children will have minor or serious illnesses from time to time that should prevent them from attending. It is therefore the policy of the nursery that children who have anything more than a minor illness should be kept at home. This is particularly important in the case of any infectious illness that might be spread.

The nursery follows NHS and government guidance:

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/children-and-young-people-settings-tools-and-resources>

- Parents/guardians should be advised that their children may not return to the nursery until 48 hours after they have been symptom free of certain illnesses. Please check the link above. For example diarrhoea and or vomiting.

- If a child arrives at the nursery ill, the senior member of staff will take the decision as to whether the child is fit to attend or not. If not, the parent will be asked to take the child home.
- If a child becomes ill while at the nursery or has an accident then the duty first aider will be asked to see the child immediately and the child's parents/guardians should be called and asked to collect the child.
- While waiting for the parents/guardians the child will be monitored and comforted and given the chance to rest in a quiet area.
- If the child's condition worsens such that it causes concern to the first aider and staff then suitable medical treatment should be arranged in the form of a GP, an ambulance or transport to Accident and Emergency as appropriate and the parents/guardians informed.
- In the event of an illness or accident requiring hospital treatment, the person in charge will try to inform the parents/guardians immediately and arrange to have the child taken to hospital.
- The person who takes the child should stay with the child until the parents/guardians arrive. Remember to ask ambulance staff which hospital the child is being taken to, as there are 3 possibilities in the radius of our school.
- If the parents/guardians do not arrive or are unable to be contacted, the member of staff should stay with the child until the appropriate treatment has been given and follow the advice of a responsible doctor. Where appropriate they should return with the child to the nursery where he or she would be cared for until the arrival of the parents/guardians.
- In all cases the first aider will complete a detailed report of what happened and action taken.
- Any illness, accident or injury to a child will be recorded in the accident book.
- If the accident or injury has occurred at home, the parents/guardians must inform the setting. This too will be recorded on the accident report in MMC.
- In line with requirements of the Statutory Framework cases of serious injury, resulting in a hospital visit, illness, or death on the premises of any child in our care will be reported to Ofsted along with an account of action taken. Reports should be made via the Ofsted Contact Centre on 0300 123 4666 Notification shall be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. As stated in Ofsted's supplementary guidance, 'on the premises' shall be taken to mean during the hours our provision is in operation (9am-3pm Monday-Friday for our sessional nurseries and 8am - 6pm for our day nurseries).
- Our local child protection agency (Camden Safeguarding) shall also be informed.

Temperature Lowering Medication

Policy Statement

- We need to be informed if your child has been administered any temperature lowering medication such as calpol or ibuprofen.
- We understand that it may be needed for pain management for teething, for example.
- It should not be used for temperature lowering. This is to ensure the safety of your child and keeping the children and staff within the setting as healthy as possible.

- If a child arrives at the nursery having been given temperature lowering medication and clearly is not well enough to attend, the senior member of staff will take the decision as to whether the child is fit to attend or not. If not, the parent will be asked to take the child home.

Temperature Policy

Policy Statement

If your child has a temperature whilst in our care, it's important we follow the procedures which are put in place for your child's wellbeing and to try to limit infections to all our children and teachers:

- We have two thermometers to ensure our readings are correct and we will show you a photograph of the reading as well recording it on MMC for you to sign acknowledgment of.
- If your child has a temperature above 38 degrees Celsius, we will contact the parents or the emergency contact person to ask for permission to administer Calpol.
- You will be asked to collect your child within 30 minutes..
- Parents who have asked us not to administer medication will be asked to arrive at the nursery immediately as this is considered a risk of febrile convulsion.
- Medication is recorded on MMC for parents to sign to acknowledge.

First Aid

General Statement

Woodentots is committed to providing the Ofsted required number of paediatric first-aiders to deal with accidents and injuries. Training is updated every 3 years. The person responsible for the implementation of this policy is Paula Woodman.

First-aid Personnel

All Woodentots teachers within ratio are trained by an OFSTED approved first aid provider. Woodentots will ensure that a first aider suitably trained in pediatric first aid is on duty at all times when children are in the premises. First aiders are qualified personnel who have received training in accordance with HSE requirements. First-aid personnel will be provided with refresher training at regular intervals to keep their skills up to date. It is a requirement to update a full training every 3 years.

Woodentots will ensure there are sufficient first-aid personnel within the workplace to adequately cover every shift. Notices will be displayed giving the location of first-aid equipment and the names and locations of relevant personnel.

Legal Indemnity of First Aiders

It is unlikely that first-aid personnel giving assistance to a colleague will become subject to legal action because of deterioration in the colleague's condition. However, Woodentots can guard against this possibility by providing, through its insurance policies, indemnification for any member of staff who assists an employee who becomes ill or is injured.

First-aid Boxes

First-aid boxes will be provided within the workplace as required to ensure there are adequate supplies for the nature of the hazards involved. Only specified first-aid supplies will be kept. No creams, lotions or drugs, however seemingly mild, will be kept.

First-aid kits of the appropriate size and type will be placed in a strategic location as indicated by a first-aid risk assessment. The location of first-aid boxes and the name of the person responsible for their upkeep will be clearly indicated on noticeboards. First-aid boxes will display the:

- name of the person responsible for upkeep
- nearest location of further supplies
- contents of the box and replenishing arrangements
- accidents recorded on MMC

First-aid boxes will be maintained and restocked when necessary by authorised personnel.

IT IS EVERYONE'S RESPONSIBILITY TO ENSURE MAINTAIN THE FIRST AID BOXES AND TELL MANAGEMENT IF ANYTHING NEEDS REPLACING.

Portable First-aid Kits

Portable first-aid kits will be available for staff members required to work away from the normal workplace, where access to facilities may be restricted, such as:

Staff participating in outings arranged by Woodentots / outdoor learning

First-aid Area

A first-aid area will be provided to assist first aiders when giving treatment. All staff, especially new recruits, must be made aware of the location of the area. This area must only be used for giving first aid during or after illness. The location of the first-aid area will be arranged so that corridors etc. are large enough to allow for a stretcher, wheelchair or carrying chair to be used safely and easily.

Recording Accidents

All accidents, however minor, must be recorded on MMC and parents are asked to sign as evidence that they have an accident report. It is the responsibility of employees to ensure they complete an entry onto MMC as soon as possible after an injury. When the injured person is unable to enter an account, the first aider or witness (where relevant) should do so. When an accident results in admittance to hospital or inability to continue work, the relevant manager must be informed immediately.

First-aid Supplies

For the purposes of maintaining first-aid supplies, first aiders should keep a record of supplies used, by whom and for what reason.

The First Aid Kit

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items only:

- Triangular bandages (ideally at least one should be sterile) - x 4

- Sterile dressings: small (formerly Medium No 8) - x 3, medium (formerly Large No 9) – HSE 1 - x 3, large (formerly Extra-Large No 3) – HSE 2 - x 3
- Composite pack containing 20 assorted (individually wrapped) plasters
- Sterile eye pads (with bandage or attachment) eg. No 16 dressing 2
- Container or 6 safety pins 1
- Guidance card as recommended by HSE 1

In addition to the first aid equipment, each box should be supplied with:

- 2 pairs of disposable plastic (PVC or vinyl) gloves
- 1 plastic disposable apron
- thermometer.

Additional Information

- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children, parents or staff without permission.
- We keep Calpol and Arnica on the premises. Parents give written permission to administer these.
- At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.
- All medication for children must be prescribed by a health professional, clearly labelled and in original packaging.

Hand Washing

We understand the importance of good practice with regard to hand washing in order to stop the spread of infection, etc. We support the children to wash and dry their hands correctly. Staff help the children to practice the skills and posters above the wash basins provide a reminder to them when they are more independent.

For outdoor learning where we cannot access hand washing facilities we will use an alcohol gel and where possible take bottles of water with us and provide soap and hand towels.

Children are asked to wash their hands:

- before eating
- after going to the toilet
- after playing outside
- after touching animals.

We do lots of activities with the children where we talk about germs and why we need to wash our hands. These include learning simple poems and reading books as well as singing our hand washing song.

If you have any concerns regarding this policy please do not hesitate to contact us.

Healthy Eating

Nutrition Guidance:

https://assets.publishing.service.gov.uk/media/67f8e61c04146682e61bc84c/Nutrition_guidance_for_early_years_providers.pdf

Policy Statement

The aim of our settings is to provide those children attending the setting with food that is nutritious and well prepared.

Background

Research has shown that the provision of a nutritionally balanced diet is a vital part in the healthy growth and development of children. This setting recognises this link and complies fully with current relevant nutritional standards including. We understand that high standards of food hygiene in early years settings are critical. Lapses in food hygiene can lead to outbreaks of food poisoning which for small children can be very serious, even fatal. To ensure high standards of food safety this setting therefore complies fully with all food hygiene and safety standards and regulations including The Food Hygiene (England) Regulations 2005.

Policy

This organisation believes that the provision of high quality and nutritionally balanced meals, snacks and drinks is a key element in the effective care of children in early years settings. In addition, the organisation considers that mealtimes represent an important social occasion for children which they should look forward to. Thus the organisation will endeavour to ensure that mealtimes are as enjoyable as possible and that children are taught appropriate ways to behave when eating.

In this setting the manager will:

- ensure that staff have basic knowledge about childhood nutrition and the importance of diet in child development
- ensure that any meals, snacks or drinks provided are healthy, balanced and nutritious
- ensure that all food is stored, prepared, cooked and served in a hygienic and competent way in compliance with all food safety legislation and best practice
- notify Ofsted of any food poisoning affecting two or more children looked after on the premises
- obtain, record and act on information from parents about a child's dietary needs
- ensure that all staff are aware of their responsibilities under food hygiene legislation including registration with the relevant Local Authority Environmental Health Department
- take note in a child's records of any food allergies they have and

communicate this to all staff, who will ensure that all foods are appropriately labelled if they contain a severe allergen (e.g. nuts) and are not given to affected children.

In this setting:

- The weekly food menus / snacks on display. Menus are shared in the weekly messenger.
- All children will be offered suitable foods, including children with special dietary requirements and allergies.
- Milk and water will be served with morning and afternoon snacks. Warm milk is provided during the winter months in our sessional nurseries.
- We follow children's milk requirements in our day nurseries, parents are responsible to bring their own sterile bottles too and from the setting.
- Beaker cups are provided for our under 2's which are named and put through the dishwasher at the end of the day.
- Water will be available at all times.
- Water will be served with the main meal.
- Parents or guardians will be advised if their child is not eating well
- Advice will be given to parents or guardians about suitable food to bring from home, including healthy options for packed lunches.
- Parents of children who are on special diets will be asked to provide as much written information as possible about suitable foods, and in some cases may be asked to provide the food themselves.
- Carers will sit with children while they eat and will provide a good role model for healthy eating as well as ensuring children are safe from choking and not running around with food in their mouths.
- Withholding food will never be used as a form of punishment or coercion and food will not be used as an incentive for good behaviour
- Children will be encouraged to develop good eating skills and table manners and will be given plenty of time to eat.

Training

Staff have a basic understanding of the nutritional and other food related needs of children. All staff handling food have basic Food Hygiene training and Level 3 if cooking food on premises such as in our day nurseries.

Food and Drink

Policy Statement

This setting regards snack and meal times as an important part of the setting's day and we promote healthy eating. Eating represents a social time for children and adults and helps children to learn about healthy eating.. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we find out from parents their child's dietary needs and preferences, including any allergies.
- We consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date.
We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
We display the menus of snacks for the information of parent.
We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and Colourings.
We include a variety of foods from three of the four main food groups: dairy foods, grains, cereals and starchy vegetables, fruit and vegetables.
- We do not provide any meat or fish.
- During festivals, we include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- No nut policy.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- We are a vegetarian setting , this is an environmental choice.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about where to obtain the water and that they can ask for water at any time during the day.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

- For children who drink milk, we provide organic whole pasteurised milk or a plant alternative.
- Where possible our food is organic.

Packed lunches

Children are required to bring packed lunches in our sessional nurseries.

- Parents must ensure perishable contents of packed lunches contain an ice pack to keep food cool or thermos to keep warm.
- Inform parents of our policy on healthy eating.
- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk based desserts such as yoghurt. We discourage sweet drinks and provide children with water.
- We discourage packed lunch consisting of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent uneaten.
- Provide children, bringing packed lunches, with plates, cups and cutlery;
- Ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.
- Follow our lunch box guidelines on our website.

Packed lunches

We are required to follow the EYFS nutrition guidance:

https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf

Children are required to bring packed lunches for Rochester Road.

- This guidance is to help to inform both providers and parents what a healthy, balanced and nutritious diet looks like.
- Parents must ensure the perishable contents of packed lunches have an ice pack to keep food cool or use a food thermos to keep food warm. We are unable to offer fridge storage. Correct storage means the '4 hour rule' can be applied. This allows food to be stored outside of a fridge for a maximum of 4 hours from the preparation stage.
- Packed lunches should not contain crisps, processed foods, sugary drinks and sugar products such as cakes or biscuits. We reserve the right to return this food to the parent uneaten.
- We provide children who bring packed lunches with cutlery and bowls/plates .
- We ensure staff sit with children to eat their lunch /snacks so that the mealtime is a social and safe occasion.
- We kindly ask you to follow our lunch box guidelines on our website.
- Parents provide a water bottle, we refill them with filtered water.
- We provide filter water or organic whole milk or a milk alternative.
- Clearly label all containers and loose foods such as cereal bars.

- For children with dietary needs for allergy or religious reasons are issued with a clear food allergy label displayed where all staff can see it.

Our Hive baby kitchen is registered under The Food Standards Agency and will receive a food hygiene rating.

Our staff take training in food safety and hygiene.

Examples of snacks we provide

- Fresh fruit, raw or cooked vegetables, wholewheat wraps, pitta and oat cakes and dips

Home made wholewheat bread and soups. Our children are involved in this process.

Hive Babies

- We provide a menu in your weekly messenger.
- As we can not provide storage for lunch boxes, parents not needing our cooked lunches and teas will need to deliver food at 11.30am and 2.00pm. The food must be clearly labelled with the allergen groups

Further guidance

- *Safer Food, Better Business:* <https://www.food.gov.uk/print/pdf/node/291>

Food Safety

It is the policy of Woodentots to ensure that all food and drink prepared and consumed on its premises is prepared to the highest standard to prevent any type of illness in the children in its care and their staff.

This policy subscribes to the four basic principles of food hygiene to:

- Ensure food areas are clean and a good standard of personal hygiene is maintained.
- Cook all food thoroughly.
- Keep food at the right temperature.
- Prevent cross contamination.

The employer will:

- Ensure food preparation and eating areas are cleaned before use.
- Implement and maintain a suitable food safety management system in line with Hazards Analysis and Critical Control Points (HACCP).
- Provide training for its staff with regard to food safety, food hygiene and personal hygiene
- Work with parents so that all foodstuffs provided by parents are within these policy guidelines.

Employees will:

- Maintain a high standard of personal hygiene at all times
- Inform their line manager if they know or suspect they are suffering from or carrying any disease which may contaminate food, and not to work with food if suffering from such illness.

- Bring promptly to the attention of their line manager any breach or suspected breach of procedures or any action of any person which they feel may compromise the hygienic nature of any food preparation, storage or service.
- If milk or food products are to be brought in from home then our information sheet “Advice to parents and carers on bringing food from home” forms part of this policy.

The person responsible for carrying out this policy is Paula Woodman and will review this policy on a regular basis.

Hygiene

Policy statement

Woodentots puts the wellbeing of the children in its care at the very core of its services. Woodentots is keen to ensure that it provides a high-quality environment that is appropriate for its purpose, and that the premises are kept in a clean and hygienic condition for all children and users.

Procedure

- It is the responsibility of all staff to ensure that the setting is kept clean and hygienic at all times. Staff will be expected to tidy up and keep the setting clean within the reasonable limits of their role and to report any areas where the setting may be falling below its set standards.
- An adequate number of sinks for hand-washing will be provided along with disposable soaps and paper towels/hand dryers.
- All staff will be expected to display high standards of personal hygiene and to wash their hands regularly throughout the day and especially after going to the toilet or before touching food. All care staff should help the children to keep clean throughout the day and to wash their hands appropriately, especially after using the toilet or before eating.
- All staff must wash their hands regularly throughout the day and especially before preparing and eating food for mealtimes, snack times or as part of a food-related activity.
- When any visible contamination or soiling occurs.
- Between handling raw and cooked food.
- After handling waste food or refuse.
- After tending children with cuts, abrasions or suspected infections.
- After wiping their own or a child’s nose.
- After changing a nappy.
- After handling body fluids.
- After going to the toilet, either with a child or by themselves.
- After eating, coughing or sneezing.
- After handling cleaning chemical.
- Unhygienic toys should be discarded. A termly toy audit and deep clean will be arranged where old and worn-out toys will be replaced.
- Play sand and salt dough will be replaced when necessary.
- Cleaning staff will be made aware of their key role in preventing disease and accidents, and enhancing the appearance of the setting.

- Cleaning staff will be given a written cleaning schedule which clearly states the items and areas in the setting which are to be cleaned daily, weekly, monthly, termly and annually. The schedule will also include the standards of cleanliness expected.
- All cleaning staff will be provided with detailed work method statements, should always ensure that toys and equipment are inspected and cleaned, agreed with their managers, giving easy-to-follow instructions on specific items or areas to be cleaned.
- Cleaning staff will be requested to pay particular attention to kitchen areas and toilet areas and make these priority areas for cleaning.
- In the event of illness amongst the children the cleaning staff will be informed and asked to intensify cleaning for a given period.
- Managers will undertake regular risk assessments and inspections to ensure the work schedule is being followed to the standard required and that the setting is being kept clean and hygienic.
- Managers will make appropriate pest control monitoring arrangements and respond promptly to any evidence of pests.
- Cleaning staff will be expected to keep all cleaning materials safely and securely and out of the way of children. They will also be expected to ensure that all of their cleaning work practices include appropriate health and safety safeguards.
- All staff will be trained to recognise their role in maintaining good standards of cleanliness and hygiene.

Potentially Infectious Spillages

Staff should treat every spillage of body fluids or body waste — such as blood, vomit, faeces and urine — with caution as potentially infectious. As with ordinary spillages, potentially infectious spillages must be cleaned up immediately. When potentially infectious spillages occur, staff should clean using a product which combines both a detergent and a disinfectant, is effective against bacteria and viruses, and is suitable for use on the affected surface. They should use disposable paper towels, wear protective disposable gloves and discard the waste safely. Mops should never be used for cleaning up blood and body fluid spillages.

Training

In this setting, managers will ensure that all new staff read the policy on hygiene and infection control as part of their induction process. Existing staff should be provided with regular training which should include sessions on hygiene and infection control topics.

Policy Review

This policy will be reviewed and updated annually.

Sleep Policy

Policy Aim

Our aim is to create a safe and supportive sleep environment for all children.

- All non moving babies must be laid on their back for sleeping.
- Moving children are laid on their backs but able to move into their desired position.
- We do not use pillows.

- Parents provide a sleeping bag or blanket, to take home to launder each week.
- Any soothers must be provided in a named container, it is the parents responsibility to take these home for sterilisation.
- Comfort blanket/soft toy can be brought in.
- We dim the lights, play soothing music and use a stargazing projector.
- A practitioner sits within the sleep area, constantly monitoring the babies are breathing.
- We record the sleep time on MMC for parents information in our day nurseries.
- On occasions babies sleep in the prams outside , they are monitored every 15 minutes to ensure they are breathing

Dummy Policy

Policy Aim

Health professionals do not generally recommend dummies/ pacifiers, this is because they can inhibit children's speech, damage teeth and can carry bacteria. We would ask you to try to wean your child off using a dummy / pacifier before starting nursery. However, we recognise some children might need a transitional period.

- Upon arrival we will ask you to remove your child's dummy / pacifier.
- Provide us with a named dummy / pacifier as well as a named container to store it in.
- You will need to remember to ask for this at the end of the day to take home and sterilise.
- We cannot sterilise them on your behalf.
- Within the setting practitioners will only give your child their dummy / pacifier if considered necessary.

Section 4: Health and Safety Behaviour Management - Including Anti Bullying

Behaviour Management

Policy Statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

Paula Woodman has overall responsibility for issues concerning behaviour. This is implemented and shared between co-staff. We require the named person to:

- Keep her/himself up-to-date with legislation, research and thinking

on promoting positive behaviour and on handling children's behaviour where it may require additional support.

- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their child's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.

- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violent dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others.

- We foster a responsive approach rather than reactive, to help young children to understand feelings and empathy. An example might be: “When you hit Adam, it hurt him and he didn’t like that and it made him cry.” “Show me gentle hands” - demonstrate.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s find another car, so you can both play with a car together”.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child. We do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs, this may be in the home and it may also be in the setting.
- Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.
- The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated.
- The child might be exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.
- The child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying, has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children. If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them.

- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- We do not label children who bully as 'bullies'.
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Some possible strategies and tools we might use:

- Use social stories to help understand social situations, expectations and behaviours.
- Visual prompts to provide clear and consistent guidance.
- Puppets to act out scenarios, for example sharing toys.

Restraint

Staff at this childcare setting are not permitted to use any form of corporal punishment. In some exceptional circumstances it may be necessary to physically restrain a child in order to prevent:

- Personal injury to themselves.
- Personal injury to another child or adult.
- Immediate danger of death to themselves.
- Immediate danger of death to another child or adult.
- Serious damage to property.

Under these circumstances staff will not be in breach of the law. The setting staff will make the judgement to physically restrain a child only when there is a real or potential danger. The child will only be restrained by holding them until the danger has passed and they will be released as soon as it is safe to do so. The child will then be spoken to, preferably in a quiet area. They will be calmed and reassured by the staff. An explanation will be given to the child as to why they were restrained using language appropriate to their understanding. Parents will be informed as soon as possible of the incident. Any occasions when restraint is used will be recorded on MMC by the member of staff responsible for the restraint and

include witness's signatures. Parents will be requested to sign the 'need to know' on their child's MMC.

Biting

Biting can be an uncomfortable subject for parents of both the biter and the child who is bitten. We hope that this policy will explain how we deal with biting in this setting. Please do discuss any concerns you may have regarding this issue with your key person or any member of the setting management. If your child is known to bite we would prefer to know in advance, it doesn't mean they will be excluded. Children bite for a variety of reasons. This may be because they are teething, frustrated, exploring using their mouth, asserting their independence and wanting to gain control, maybe of a toy or they could be stressed. It may also be because they want to gain attention. We will work with you and your child to establish when and why they are biting. We will observe the child closely to see if certain conditions or situations trigger the behaviour and then work with them to try and avoid the incidents occurring. This may involve altering the child's routine, giving them more one-to-one attention, purchasing additional resources so sharing is not such a major issue, or if it is because a child is teething, provide suitable teething resources.

We will ensure that if a child is bitten that they are comforted and given lots of attention. We will ensure that any first aid is applied correctly if required and the incident will be recorded on MMC and parents asked to sign. If your child bites then we will remove them from the situation. We will explain to them, according to their age and understanding that biting is unacceptable behavior. For younger children this may be by the tone of voice and facial expressions rather than lots of words. It may be necessary for the member of staff dealing with the incident to exclude the child from an activity and work with them 1:1 until they are calm enough to return. We will also encourage the child to apologize to the child they have bitten and work with them to develop strategies to help them deal with the reasons.

Many children go through a stage of biting, please don't be alarmed it doesn't last forever! A chewy soother can be an effective release for some children to help with the desire to bite something.

Section 5: Equality of Opportunities

Equal Opportunities Policy

Policy Statement

This provision is committed to promoting understanding of the principles and practices of equality and justice. The provision encourages equal opportunities and operates an equal access policy. All children, irrespective of their race, colour, family structure and social, cultural and religious backgrounds are welcomed. The provision welcomes all children with disabilities and special needs and encourages full integration within the daily life at Woodentots. Woodentots respects and celebrates cultural diversity and acknowledges its responsibility to promote positive images and role models to the children in its care. Activity

programmes will reflect the multicultural nature of our society in an environment where gender stereotyping is not an option.

Staff Duties

Staff will be expected to create an atmosphere that allows children to feel valued and enable them to develop a high self-esteem. It is the responsibility of all members of staff to ensure that the statements in this policy are complied with. Members of staff who are found to be in breach of this policy will be subject to disciplinary action. Any signs of direct or indirect discrimination resulting in one person being treated less favourably than another must be challenged. The provision expects that unacceptable conduct of an anti-discriminatory nature, from staff or any adult, which has been observed by another member of staff, would be reported.

Activities and Play Materials

The activities and play materials in the provision help the children to broaden their knowledge and understanding of people and cultures in our society and the world at large. For example, as well as celebrating Christian festivals, the provision bases activities on religious and cultural celebrations from across the globe, and the children play with dolls and other toys which reflect race, culture, or physical ability which is different from their own. All children in this provision are given the opportunity to play with all the toys (subject to health and safety with children under three years of age). No toys are just for girls or just for boys.

Adaptations

All children in this provision are provided with the opportunity to reach their full potential. Sometimes this may involve staff adapting an activity to suit the individual ability or stage of development of a child, providing additional or different resources or by providing additional staff support and attention.

Cultural Festivals

We celebrate a diverse range of cultural festivals that reflect our community, and families are offered the opportunity to come in and share their festival with us. In addition to this we have our own traditions that we follow based on the seasonal celebrations across the globe:

Examples (non exhaustive):

Winter:

Advent

Hanukkah

Christmas Nativity

Lunar New Year

Ramadan

Winter Solstice

Spring:

Eid

Holi

Easter
Purim

Summer:
Shavuot
Mayday
Midsummer Solstice

Autumn:
Diwali
Rosh Hashanah
Michaelmas
Martinmas

English as an additional language (EAL)

Woodentots is committed to valuing the language and cultures of all children in this setting and their families. It will endeavour to promote a positive attitude towards bi and multilingualism and provide opportunities for the development of the child's home language. Woodentots understands that:

- Young bilingual learners may need time to observe, tune into the new language and try out things that are unfamiliar.
- Children need to have books and stories that have some link with different cultures, clear illustrations, repeated actions and language patterns and offer visual support in the form of pictures, puppets and real objects.
- Woodentots need to keep activities practical and need to repeat key vocabulary and phrases.
- Woodentots will work to the practice guidance for the Early Years Foundation Stage, which states: "Show particular awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language when appropriate and ensuring close teamwork between practitioners, parents and bilingual workers so that the children's developing use of English and other languages support each other."

Woodentots supports the children's learning of English as an additional language by:

- Providing dual language books.
- Providing books stories in other languages and about other cultures.
- Displaying welcome signs in different languages.
- Providing setting literature in different languages (when required).
- Staff learning key words in the child's home language.
- Finding ways of communicating with non-English speaking parents.
- Asking parents to make recordings of songs, stories, etc. in their home language.
- Inviting parents to contribute words for displays in their language.
- Inviting parents to help with story-telling sessions.

Woodentots will work closely with families to ensure the needs of their child are met.

Special Educational Needs Policy

We at Woodentots are committed to excellent provision for children with learning difficulties, Special Educational Needs and disabilities (SEND), enabling them to achieve the best possible education, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

We will have regard to the SEND Code of Practice 0–25 years. We will ensure we have an up-to-date copy of the Code of Practice and we will make this document available to parents if required.

We have our own designated SEND Co-ordinator, who is responsible for ensuring all practitioners in the provision understand their responsibilities to children with SEND and our approach to identifying and meeting their needs, advising and supporting colleagues, ensuring parents are closely involved throughout and that their insights inform action taken by us as well as liaising with professionals or agencies beyond our provision.

We will work closely with parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills and provide opportunities to develop in the seven areas of learning.

Prime areas

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

Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We will observe and monitor individual children's progress throughout the Early Years Foundation Stage. If it appears a child is not making progress either generally or in a specific aspect of learning, we will present the child with different opportunities or encourage alternative ways of learning.

All children within the setting are reviewed as to their level of progress, the first between ages two and three years and the other assessment at the end of the reception year, however all children's progress is regularly tracked throughout their time in our provision.

If we identify that a child has below expected levels of progress or SEND, then we will use the graduated approach as described in the Senco Handbook. This is formed of four stages.

1. Assess.
2. Plan.

3. Review.
4. Do.

We will discuss our observations and any proposed plans with the parents in a way that encourages them to contribute their knowledge and understanding of their child. We will encourage parents to raise any concerns they may have about their child's needs and the provision that is being made for them. We will also listen and respond to any concerns that a child him- or herself may raise to us. We will, with parents' permission, use target plans to help us focus the support needed for their child. These will record information about the outcomes sought for the child, the interventions and support we will put in place, the expected impact on progress, development and behaviour and when the plan will be reviewed. These plans will be developed to overcome barriers to learning and participation as well as being family centred, considering the individual family's needs. We will continually review the plan and seek the parents' views on the child's progress.

If a child with SEND is not making adequate progress under a target plan, we will work in partnership with parents, and the other agencies involved in supporting the child, to consider whether a multi-disciplinary assessment may be appropriate, an Education, Health and Care Plan. We will support applications to the local authority for assessment of the child and follow the procedures laid out in the Code of Practice. We will support parents through this process.

We will also support families with children with SEND to manage the transition to another provision or school when appropriate. With parental permission we will work with the new provision to discuss the child's individual learning needs and the interventions we have used and their impact.

We will work with local partners who can provide specialist services for children and families with SEND and make use of the Local Offer to ascertain what services are available and how to access them. We will seek parental permission to work with partner agencies and these may include speech and language therapists, portage workers, educational psychologists or specialist teachers. We will seek support from the area SENCO Co-ordinator. We will continue to develop knowledge of SEND by attending training where possible and by reading literature provided to us by the co-ordinators.

Woodentots is committed to supporting children with additional needs at our setting, however if we are unable to obtain funding for this via Camden Council, this would be an extra cost that we would ask the Parents to fund. For a more detailed understanding please ask to read our SENCO file.

Section 6: Information and Records Procedure

Complaints

Policy Statement

Woodentots encourages parents and carers to share any concerns they may have regarding the running of the setting as soon as a problem or issue arises. In this respect the setting believes that dealing with a complaint at an early stage is the best way to prevent a problem

from escalating. The setting would rather know about problems at an early stage so that it can investigate and put into place any necessary adjustments and improvements. Parents should be aware of the complaints procedure and urged to use it in order to try and minimise concerns escalating before they are resolved.

Policy Aims

The aims of this policy are:

- To set out the procedures to be used for making a complaint to the provision, either verbally or in writing.
- To establish the procedures to be followed by the provision when dealing with a complaint.
- To set out the procedures to be used when a complaint has been made directly to Ofsted about the provision.

Complaints Procedure

This is the complaints procedure:.

1. All concerns and complaints will be dealt with courteously and promptly.
2. Confidentiality of those concerned in the complaint (adults and children) will be maintained, with only those who 'need to know' being aware of their identity.
3. Parents will be given a clear procedure as to how to complain which usually involves:
 - talking to the child's key person about their concern, or
 - talking to their manager if the concerns are about the key person or setting
 - agreeing a course of action.
4. If no agreement can be made then the parent should put the complaint in writing to the provider who must then record the complaint and investigate it, keeping the parent informed. At all times the provider should seek to resolve the concern and agree a course of action with the parent.
5. Written complaints must be investigated and the outcome reported back to the complainant within 28 days.
6. Verbal complaints will also be considered and resolved promptly to reach a satisfactory outcome for both the complainant and the provision.
7. The parent may wish to complain to Ofsted and providers should ensure that parents have the necessary information to do so. Ofsted can be contacted on 0300 123 1231, or at the address given on the Ofsted Poster on the Woodentots Parents Noticeboard.
8. Any complaint received from Ofsted will be dealt with accordingly within the timeframe set by Ofsted and written records will be kept of all investigations and outcomes. Where appropriate the provider will agree the appropriate course of action with Ofsted.
9. Written records of complaints must include the date of the complaint, how it was made, the details of the complaint itself, who the complainant was, the EYFS requirement to which it relates, how the complaint was dealt with and by whom, actions proposed or taken, whether the record has been shared with the complainant and when and they must be signed and dated by the staff member who completed the record. This is recorded in the MMC complaints section.
10. Parents or carers who do not use English as a first language will be provided with an appropriate version of the complaints procedure that they can understand.

11. Parents or careers with sensory disabilities or special communication needs will be given the appropriate assistance to be able to understand the complaints procedure and register a complaint if they so wish.

Implementation

All staff are responsible for the implementation of this policy. Overall responsibility for ensuring the policy is implemented, monitored and reviewed rests with the manager of the setting

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Review

This policy will be reviewed annually.

Training

All new staff should be made aware of this policy on induction. As any member of staff may receive a complaint, particularly a verbal one, all staff will be trained in the provision's complaints procedures and how to deal with parental concerns and complaints. In addition, all staff should be given appropriate training in the skills and techniques necessary to implement the complaints procedure effectively for those who may have access issues.

Admissions Procedure

Information on the setting, photographs and contact details is available to parents on our website. We actively encourage parents to visit the setting . We request that parents make an appointment for these visits so that they do not have an impact on the running of the setting.

We request that parents complete an application form and then they are either placed on a waiting list or offered a place if there are vacancies in the setting. We request that parents keep us informed if they take up a place at another setting and no longer wish to remain on our list.

Before admission we will require parents/careers to complete a comprehensive pack of documentation. This provides the setting with permission for events such as outings and the taking of photographs and detailed information on their child enabling us to provide continuity of care where possible, as well as meeting the child's individual needs.

All children are welcomed to attend our sessions and we make no discrimination. Children and families are all valued, regardless of their ethnicity, culture, religion, disability, sex, social and economic background, etc. We demonstrate a commitment to working with parents to provide an environment that is suitable for their child's individual needs, this includes supporting children in developing independent toileting, and we will not exclude children using nappies.

Settling-in

Policy Statement

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

Policy Aim

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Procedure

In order to help children settle comfortably in our setting we use the following procedure:

- Before a child starts to attend the setting, we offer an Induction Tea or session where the child and his/her parents visit the setting. The settling in process and key policies of the setting are explained to the parents. This is a time for information gathering to find out as much as possible about the child's routines and likes/dislikes, we call this 'Starting points' where a unique child form 'All About Me' will be asked to be completed.
- A key person will be allocated to each child and his/her family. The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling in process.
- We may offer a home visit by the key person or member of the team, to ensure all relevant information about the child can be made known and to ease the transition to Woodentots and the school day.
- We can use visits before the start date, to explain and complete paperwork and help complete the child's registration records.
- Parents are advised to arrange times for a settling-in visit or Induction session, when the child is normally at their most content, i.e not hungry or in need of a sleep.
- The key person can discuss with parents how this will be arranged so it is the least distressing to the child and parent. They will ensure they know how to settle the child if he/she becomes distressed. Parents will be contacted immediately if staff are unsuccessful at settling a child and other strategies will be tried.
- Children are encouraged to bring in a comfort object (clearly labeled with their name) if it will enable them to settle.
- Some children take longer to settle. This can be for a variety of reasons; maybe they have not been left before or have had an unhappy previous experience when parted from their main carers. The key person will work with the parents to try different settling techniques. These might include leaving items of clothing that smell of a main carer, photographs of their family, tapes of their family singing lullabies or talking in their home language etc.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.

- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need a parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognize that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honor the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to create their child's record of achievement.

Parents as Partners

It is very important for your child that we work in partnership. This will give your child continuity of care and he or she will not become confused with different standards of behaviour and boundaries. As parents you are the central adults in your child's life and the ones making decisions on their behalf. We will endeavour to work closely with you in order to carry out your wishes for your child wherever we can. It is therefore important that we have an excellent communication system. Please ensure you inform us if your child has had a disturbed sleep, is not feeling well or any other piece of information that will help us to provide him or her with the best care we can. Each child is allocated a key person and they will be available for you to speak to on a daily basis, to exchange information and to discuss any concerns or issues. We are always happy to discuss your child and their care with you at any time that is convenient to us both, whether in person or over the phone. We would also appreciate it if you could inform us if there are any changes to your contact numbers, including work and mobile numbers and those of your emergency contacts.

As your child grows and develops, issues will crop up that are very important for us to discuss in order that we can work together and your wishes can be incorporated into our care routine for your child. These could include potty training, managing behaviour, starting school, etc.

If you wish us to incorporate a special activity into our routine — perhaps a festival or religious holiday that you celebrate — please let us know.

If we have any concerns about your child's behaviour, development, eating, etc. we will share them with you and if necessary work with you to seek support from outside agencies.

Sensitive information should not be discussed at the door in front of children or parents, we ask that parents come to us with any concerns rather than speaking directly to a parent about a conflict. The children are very young and still learning how to respond to conflict, the role of the adult is to support and respond, rather than a reactive approach.

If your child is already involved with other support agencies, please let us know. With your permission we may be able to work directly with these organisations to provide a more comprehensive service for your child.

If you have any concerns or issues regarding the care we are providing for your child please let us know. Often a concern is a simple misunderstanding that can easily be resolved; if un-aided it can fester and become a major issue.

We welcome input into our nursery from parents. Please discuss with the manager or your key person if you would like to help within the setting. This might include working as a volunteer, coming along on outings, providing specialist information or skills and providing feedback.

We are very much looking forward to working in partnership with you to care for your child.

Transitions

As an Ofsted-registered nursery working to the Early Years Foundation Stage, we are very aware of the need to support both children and their families during the transition to another setting. This could be a child leaving the nursery to attend another setting, moving areas or starting school. We will discuss any transitions with parents in advance and plan how we can support their child to make the change. This may involve reading books about starting school, visiting the school, talking with them and listening to their concerns. We can link activities to the transition and offer emotional support when needed. We can also help them to develop personal care skills so they can be independent in the new setting, e.g. putting on their own clothes/shoes, going to the toilet unaided, etc.

We are happy to work with other settings, with your permission, to help smooth the transition for your child. The Key person can sometimes be made available to take your child on visits to help them to become familiar with the new setting.

We will provide parents with development records on their child and a leaving profile that can then be shared with the new setting if desired.

If you have any concerns regarding this policy please contact us.

Working with Other Settings

As an Ofsted-registered nursery working to the Early Years Foundation Stage, we will work with other settings that your child attends, e.g. pre-school, child-minders, etc., to ensure that your child benefits from our “joined-up” working. We will, with your permission, discuss with the other setting what activities they are currently planning for your child and link this into our own practice where possible. This will extend his or her understanding and

learning. We will make available the development records that we make on your child to the other setting if required and ask to see theirs on a regular basis. This will enable us to work as a team and provide real continuity for your child's development.

If you have any concerns regarding this policy please contact us.

Provider Records

Policy statement

We keep records for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act. This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

- All records are the responsibility of management who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up to date.
- Financial records are kept up to date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.

All our employment and staff records are kept securely and confidentially digitally on MMC.

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Section 7: British Values / Prevent Duty

EYFS

https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers.pdf

How Woodentots actively promotes the British Values in our environment

Democracy

We support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and

decisions about what they want to explore and how they're going to use the resources that we have made accessible to them.

The Rule of law

This is about learning to manage our own feelings and behaviour: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with the consequences.

Individual Liberty

We help children to develop a positive sense of themselves. Every time we provide opportunities for children to gather wildflowers, mix their own colours for leaf painting or take part in creative movement, we are helping them to develop their self-knowledge, self-esteem and increase their confidence in their abilities.

Mutual Respect and Tolerance of different faiths and beliefs

We learn to treat others as we want to be treated. How to be part of the Woodentots community, manage our feelings and behaviour; and form relationships with others.

The Prevent Duty & Promoting British Values

Policy Statement

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.

What is Radicalism?

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of The Iona School and Nurseries wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

What is Extremism?

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Woodentots are committed to ensuring every child within our care is kept safe at all times which means we fully comply with the Prevent Duty. So to ensure we adhere to and achieve the Prevent Duty, we endeavour to:

- Ensure staff understand the risks by providing relevant training as appropriate, which will also enable all to identify children who may be at risk of radicalisation.
- Build the children's resilience by promoting fundamental British values and enable them to challenge extremist views through the EYFS and Montessori curriculums as well as our weekly activities.
- Assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology.
- Remain at all times aware of the online risk of radicalisation through the use of the internet.
- Remain 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 may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour or personality quickly.
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern.
- Work in partnership with our local LSCB for guidance and support.
- Build up an effective engagement with parents/careers and families.
- Assist and advise families who raise concerns with us and point them in the right direction and the right support mechanisms should they need this (details of who to call in the event of a concern are listed at the end of this policy).
- Ensure that our designated safeguarding lead (DSL) will undertake Prevent Awareness training so that they can offer advice and support to other members of staff.
- Ensure that any resources used in the setting are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

What is not Acceptable?

- Actively promoting intolerance of other faiths, cultures and races within the community.
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values and tolerance for those with different faiths and beliefs.

Procedure for Reporting Concerns

If a member of staff has a concern about a particular child they should follow our normal safeguarding procedures, including discussing with the designated safeguarding officer (DSL).

The local police force can also be contacted or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has dedicated a telephone helpline (020 7340 7264)

to enable staff to raise concerns relating to extremism directly by email:
counter.extremism@education.gsi.gov.uk

For further information on the British Values and Prevent Duty, as well as how they link with our teaching, please refer to our information on the Parent display board.

Cultural Capital

By introducing cultural capital it is hoped that children from all backgrounds receive the best possible start . To give children experiences that broaden their experiences within the setting.

- Children should be able to experience awe and wonder through the world in which they live, through the 7 areas of learning.
- Creating roleplay opportunities that further their interest in that particular area.
- Trips in the community – local parks , museums , galleries (art installations) , the farm , nature reserve , library.
- Forest school
- Offering interesting books to support the children’s interests such as dinosaurs and volcanoes
- Trying different foods such as fruits and breads
- Artistic opportunities to be creative and learn about different artists and techniques
- Teaching cultural events such as May Day , St. Patrick’s day and Martinmas
- Teaching about religious faiths through a variety of Religious celebrations such as Ramadan , Eid and Lunar New Year
- Organising community figures such as fire fighters or police
- Inviting parents to come in and bring a skill to share such as sushi making, playing an instrument or celebration of a festival
- Through gaining cultural capital in early years children are more likely to be more experienced for future successes.

Building Cultural Capital from a young age is important as it can guide children to make informed decisions later in their lives that will allow them to become knowledgeable, empathetic and kind individuals. What is important is you feel confident in explaining why you have chosen a particular activity and how it will benefit children’s learning and development.

Section 8: Funding Policy

<https://www.childcarechoices.gov.uk/>

Funding

Rochester Road

- Government funded hours only apply to term time (33 or 38 weeks) as a term time nursery we come under the 33 weeks
- We are able to offer the 15 hours only to be used in the afternoons 12 – 3pm. This can be used to add on for a full day 9am – 3pm , 5 days a week over 33 weeks a year.

- The core 15 hours can be used 12 – 3pm over 33 weeks a year, there is no registration fee or deposit required for this option.
- Both the working parents' 2 year old funding and the universal 3 & 4 year old funding can be used.
- Eligible families for the 30 hours could choose to use the additional 15 hours for wrap around care with an OFSTED registered provider . For example an after school care childminder 3pm – 6pm for example.
- Eligible families for the 30 hours could choose to use the additional 15 hours for our wrap around care only 8.30am - 5.30pm.
- We offer the core 15 hours totally funded between the hours of 12 - 3pm.
- For the core offer we do not charge the £50 registration fee.
- There is a £500 deposit which is refundable on your last terms fee providing 3 months notice is given.
- The £500 deposit is not applied to completely funded places, though we still ask for 3 months notice.

Please see our fee sheet on the website, this is the amount you will pay.

Hive Babies

- At Hive babies our day nursery , we allow families to 'Stretch' these hours over 49 weeks.
- For example , 15 hours 'stretched' would be 11.4 hours per week , 30 hours 'stretched' would be 22.8 hours per week.
- Families pay for the additional hours at our usual rate.
- We offer the 30 hours working parents funding on 3 or 4 days 8am – 6pm.
- Settings are permitted to charge for consumables , this is a voluntary payment and you can if you wish provide your own food , nappies , wipes and opt out of extra curricular activities of music , movement, story telling , bread making , Forest School and our Montessori studio in the garden.
- The additional extras will be itemised in your invoice.
- For parents who do not want to opt for the additional consumables and activities that require extra staffing you will be asked to bring the following: A home packed breakfast , lunch , tea and snacks following our packed lunch guidelines.
- Each meal individually packed and clearly labelled with all food allergen groups. This is essential to ensure there are no allergen risks to children in our setting.
- Each container will need to be stored in a thermal lunch box with an ice block to ensure safe food storage temperatures as we do not have extra fridge storage.
- We are unable to heat foods.
- Parents are responsible to ensure high standards of cleanliness of their child's containers to avoid any possible risk of food poisoning.
- You will need to bring your own nappies and wipes , if parents forget we will use our own and charge accordingly.
- Your child will not be able to participate in activities that require an extra staff member.

Hive Babies Optional consumable list on funded hours

- Where possible our food is organic
- Breakfast - toast , cereals , porridge or scrambled eggs on toast etc.
- Two snacks - organic fruit and oat or corn cake
- Lunch - Vegetarian and wholesome followed by organic yogurt and fruit purée
- Tea - wraps , muffins , crumpets , egg , cheese , fruits etc.
- Eco nappies estimated 4 a day
- Eco wipes estimated at 1 pack a week
- Daily creative sessions with outside instructors that link in with our focused learning following the seasonally rhythms
- Monday – 45 minute music session with Caroline
- Tuesday – 45 minute music session with Louise
- Wednesday – 45 minute Creative movement session with Harriet
- Thursday – 45 minute Interactive storytelling session with Hannah
- Tuesday – an offsite Forest School session delivered by a Forest School trained teacher
- Wednesday – an extra weekly activity to introduce bread making
- Montessori studio curriculum - working in small groups with a trained Montessori teacher

Please see our fee sheet on the website, this is the amount you will pay .

Section 9: Sustainability Policy

Policy

Woodentots commitment to environmental impact, climate change and pollution.

REDUCE REUSE RECYCLE

- Rubbish is sorted into recycling, food waste and black bin. The children are shown how to follow this through when tidying away their lunches and snack, packaging and waste.
- The children bring their own water bottles to refill
- We ask for Sustainable packaging in their lunchboxes and give examples
- Where possible we opt for an environmental choice of packaging for consumables such as toilet paper, eco wipes and nappies.
- Much of our food is organic and we try not to waste food.
- Cardboard and packaging is repurposed for creative projects.
- We aim to use sustainable art and craft resources: for example, clay in pure form, water-based paints and buy resources that last.
- We make our own salt dough and use no plastic sensory play materials.
- Our resources are wooden where possible.
- Our local catchment means parents do not drive their children to school.
- We provide pram, bike and scooter storage.
- We were awarded a Green Flag sustainability award in 2022.
- Our children are involved in litter picking in the local park.

- We celebrate recycling day and Earth Day with teaching resources that support the children's awareness about environmental protection and the need to look after our planet. For example, wasting water, turning off lights, animal extinction and the destruction of the sea when it's littered.
- We adopt the Forest School principles, teaching our children about flora and fauna and build the foundations for the love of the outdoors and nature.
- We sing environmental songs, provide books with facts that support their curiosity to learn more about the importance of looking after planet earth.
- Stem learning resources provide practical thinking opportunities for the children to collaborate and use their imagination to make an environmental impact.
- Montessori cultural materials teach children about the environment through globes, maps and science experiments such as volcanoes, land and water formations and appreciation of the natural world, animal habitation and life cycles. Learning terminology that supports their curiosity to find out more facts.