



# Policies and Procedures

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## Staff at The Farmyard Nursery

Sara and Tom Andrew are the owners of the Nursery, and as a partnership, the Registered Persons.

Sara is our Deputy Manager her qualifications include BA Hons and PGCE she is an Early Years Professional and has Qualified Teacher Status. Sara works with the 2-5 year age group. Sara is also our SENCO, Behaviour Management Coordinator and the named Safeguarding Officer.

Tom's qualifications include BSc Hons, he is a Nursery Assistant and is also responsible for the accounts and the care of the Nursery animals.

Rebecca Lewis is our Nursery Manager her qualifications include BA(Hons), Early Years Foundation degree, NVQ 3 and 4 she is also a qualified NVQ Assessor. Rebecca has many years experience of working in a Nursery environment. Rebecca works part time in all the age groups during the week and the remaining time is devoted to office work.

**Jane Andrew** (Toms Mum) works with the over two's group. Jane's qualifications include a BA (Hons) and she has achieved Qualified Teacher Status, Jane is our Early Years Professional in the over two's group.

**Nathan Bellamy** works with the Lamb and Foal Group his qualifications include NVQ 3 in Early Years.

**Nicola Hebron** works with the 2-5 year age group, she has an NVQ 3 in Childcare and has a keen interest in the 'Letters and Sounds' activities.

**Kelly Humphrey** is the babyroom lead. She has a level three diploma in child care and education. Kelly is enthusiastic about promoting makaton signing in the babyroom. She is also looking forward to her next steps in higher education through Brighton University.

**Chloe Tampion** works with Kelly in the babyroom.

**Kylla Francis** is our Apprentice from Bexhill college. Kylla works Mondays, Wednesdays, and Fridays

**Louise Roberts** is our cook who prepares wonderful homecooked food every day, she holds qualifications in food management.

**Bank Staff.**

Bob Andrew (Toms Dad) visits the Nursery from time to time, he often brings his keyboard and joins in our group singing time. Valerie Mighall (Saras Mum) helps Tom with the accounts; she sometimes makes cakes for the children, generally helping out if needed. George Mighall (Saras Dad) often visits the Nursery to help Tom out with general maintenance jobs.

**Students.** We have students on placement from Hastings and Bexhill Colleges and also local secondary schools. College students will bring their own CRB check, which is recorded in the student file. Students are not counted in our ratios unless they are contracted to work in the Nursery eg during staff holidays.

All permanent members of staff hold a current DBS check and are fully trained in Paediatric first aid, which includes CPR. All staff complete the online child protection training every year.

We are committed to improve our working practice and all the staff are encouraged to attend training to enhance this, this can include; food hygiene, safeguarding children, speech and language and behaviour management.

### **The Farmyard Nursery**

***“ Our aim is to provide excellent day care in a stimulating and safe rural environment”***

Tom and Sara Andrew the owners of the Nursery have used their knowledge and experience in planning the layout and deciding on the aims and ethos of the setting. They have brought together a strong team of staff who share their ideas and expectations.

We recognise that every child should be given the chance to develop and learn in different ways; to be strong and independent and manage their own risk, to

be able to build loving and secure relationships, to have fun, to be challenged, to achieve, to be adventurous, to enjoy learning new things, and most importantly to be children.

Our children thrive on the child led activities under the supervision of our dedicated staff who give their support to enable all children to fulfil their potential as individuals. Our parents share our commitment and enjoy making a positive contribution to the Nursery.

We have a variety of animals including goats, chickens, cows, sheep, pigs and a rabbit called 'Pete'.

The children have daily contact with all the animals and enjoy collecting the eggs and picking fresh vegetables from the Nursery Vegetable patch for lunch. All our meals are cooked fresh each day by our lovely cooks Louise or Linda. We enjoy daily walks across the sussex countryside exploring woods, tracking deer and watching wildlife. We follow the 'Statutory Framework for the Early Years Foundation Stage 2012' and have regard to 'Development Matters in the Early Years Foundation Stage 2012' and the 'Every Child Matters' programme in all our activities. These publications can be accessed via [www.early-education.org.uk](http://www.early-education.org.uk)

## **1. ADMISSIONS POLICY**

Priority will be given to children already attending the Nursery and their siblings.

Children on the waiting list will be admitted on a first come, first served policy.

If specific days are required and they are not available at that time the parent may have to arrange alternative care until the places become available.

The parent will be given a rough idea of when their child could start during a visit to the nursery. A letter or email will confirm a definite starting date, or confirm that the child is on the waiting list after the registration forms have been returned. A non-refundable registration fee of £50 will be requested when a definite space is available for your child; this will secure their place. If your child is on a waiting list and a date becomes available before the arranged start date the manager will ring the parent. If the place has not been confirmed within a week, the place will go to the next child on the list.

The Farmyard Nursery provides opportunities for children with special needs. The manager will liaise closely with families/carers and professionals to assess their ability to meet the needs of a child with additional requirements.

The Farmyard Nursery is open to all families in the community. It does not discriminate on the grounds of gender, race, religion, colour, national origin, or disability.

**Next Review Date: 01.05.15**

## **2. PAYING FEES POLICY**

Fees are payable monthly in advance. Fees will continue to be payable if your child is ill/absent from the nursery.

A half price retainer is available for holiday absences which runs from 1<sup>st</sup> September to 31<sup>st</sup> August and cannot be carried over. 4 weeks per year pro

rata. Four weeks notice must be given in writing for holidays. Holiday entitlement cannot be taken by children accessing the EYEE during term time. You are charged for the sessions booked at the nursery. If for any reason your child has attended any extra sessions you will be charged the following month. For second/third children in the nursery at the same time a 5% reduction in fees will be available for those children.

For any long absences or hospitalisation/illness an arrangement or termination of fees will be under the discretion of Tom Andrew.

If arrears accrue a polite reminder will be given. If the problem persists then a stronger reminder letter will be sent and interest on the unpaid bill added. If the problem is not resolved the parent will be asked to remove the child from the nursery and appropriate action will be taken.

Late or Early Fees: a set fee will be charged if a child is collected or arrives before the agreed session time.

If parents are finding difficulty in paying their child's Nursery fees then a meeting can be arranged with Tom and a payment plan agreed. Confidentiality will be maintained throughout.

If you wish to terminate your child's place at the nursery you need to give four weeks notice in writing.

**Next Review Date: 01.05.15**

### **3. NURSERY FUNDING**

Children become eligible for nursery funding the term after they turn three. There is limited funding available for two year olds for which you will have to meet certain criteria. They remain eligible until they reach the age of 5, unless they start at a maintained nursery school.

The Early Years Education Entitlement provides fifteen hours free nursery education per week. Please see EYEE letter for more details.

The entitlement will automatically be deducted off your nursery invoice.

You may share the EYEE between two settings.

You will be required to fill in forms that will include the id number taken from your child's birth certificate or passport. These forms will be kept at the Nursery and will be available for the EYEE team during an audit.

**Funding runs during TERM TIME ONLY. Usually for 38 weeks per academic year.**

**Next Review Date: 01.05.15**

### **4. SETTLING IN POLICY**

The staff will work in partnership with the parents in settling the child into the nursery environment.

The parent will be encouraged to visit with their child before the admission date. This will allow your child to become familiar with their new surroundings and child carers. Settling in sessions usually last a

morning or an afternoon. Longer, or more frequent settling sessions are available for parents who may be anxious about their child starting the Nursery and can be arranged with the child's keyperson.

Parents are encouraged throughout the day to telephone the nursery if they wish to check on their child's progress.

The child can bring a comforter if they wish eg a dummy or teddy. They can also bring photos of family members to show their new friends.

There is no set time scale on how well children settle, as each child is an individual, some settle within 2 visits and others can take a much longer. This can also depend on how many sessions a week they attend, two short sessions are more beneficial to the child than one long one. For those who do take a long time to settle the parent needs encouragement and reassurance from all members of staff.

**Next Review Date: 01.05.15**

## **5. INTEGRATION WITHIN THE NURSERY AND TRANSITION TO ANOTHER SETTING**

The Farmyard Nursery is divided into two main areas The under two's area and the over two's area. The Ducklings, under two's, have their own space to give them confidence and independence as they grow. The Lambs and Foals, over two's, also need their own space to play and to achieve. Some two year olds may undertake the transition early or it may be delayed depending on each individual child and their needs.

The Farmyard Nursery believes that integration is a natural process and our open plan design encourages this. We allow all groups to meet for important social times eg snack and lunchtime. This teaches children valuable life skills such as empathy and responsibility and allows the transition between groups to be a natural process.

### **TRANSITION**

Transition is the process of changing from one setting such as the nursery to another. This other setting can include a new reception class in a primary school or a different early years setting.

This policy will help achieve the change in a positive way and concentrates on the move to infant school.

We believe children in our setting should be helped to feel confident and excited about their move to school. It is a great new adventure.

We understand children are individuals and so their needs during the transition process will be different. We will work positively with the child, their parents and practitioners to make the process as smooth and stress free as possible.

Where appropriate, multi agency collaboration will be encouraged so children with additional needs will be supported to achieve a smooth transition.

We want to:

Share information with the new school staff on the child's development and friendship group where appropriate.

Support children and their parents to understand the transition process.

Make children ready for the similarities and differences from their present

setting.

Help arrange as many visits as possible to the new school and take part in different activities at the school.

Invite reception staff to meet the children and their parents in the familiar surroundings of our setting.

We will read books, or plan activities about changing schools and generally discuss any worries or positive thoughts that each child may have.

With support from home we will encourage the children to be able to dress themselves, go to the toilet by themselves and eat with a knife and fork. They will also be encouraged to sit and listen to stories in a group and learn to ask questions. See recommendations from Reception Class Teachers and our school readiness list.

**Next Review Date: 01.05.15**

## **6. STAFFING POLICY INCLUDING SUPPORT STAFF**

As a setting we seek to promote equality of opportunity and to eliminate discrimination as defined under the terms of the Race Relations Act, Sex Discrimination Act and the Disability Discrimination Act, Age Discrimination Act, Sexual Orientation and Religion in all our employment procedures and practices.

We are committed to ongoing personal learning and development for everyone involved in the work undertaken. We will take account of cost, timing, family responsibilities, cultural requirements, gender and age sensitivities, and potential physical barriers in the built environment, or attitudes of others to personnel with different abilities.

### **PROCEDURES**

Advertise all vacant posts internally and externally to reach as wide a circulation as possible.

Applicants will be given clear, concise and accurate information about posts through advertisements in order to enable them to assess their own suitability. Language used will not deter any potentially disadvantaged applicant from applying.

Advertisements and publicity on recruitment will state that we are working towards being an equal opportunity employer.

Interview panels will be fully aware of our commitment to equality of opportunity in our employment practices.

Our staff induction process follows guidelines as set out in the 'Staff Suitability and Disqualification' NDNA, the Statutory Framework for the Early Years Foundation Stage 2013, Childcare Act 2006 (sections 75,76), Safeguarding Vulnerable Groups Act 2006, and the Early Years Foundation Stage (welfare requirements) Regulations 2012.

On appointment staff will be asked to provide the relevant evidence to complete an online DBS check through the Farmyard Nursery, during the period where the member of staff does not hold a DBS check they will be treated as a visitor (see visitor policy).

New staff will be asked to complete a 'staff personal details form' and a



'health declaration form'

We will expect the email addresses of two referees.

A CV to include employment history, where a break in employment history is found a solid explanation must be given. Any original relevant certificates of qualifications gained, a photocopy will be made to be placed in the staff folder.

New staff will also be asked to complete online child protection training and Child Protection Training level 1

They will be expected to hold an indate first aid qualification that includes paediatric CPR, if not then the next available training will be offered.

Peer to peer observation will take place every six weeks, followed by staff supervisions with Rebecca and Sara

All staff will have an annual review meetings where they will be invited to discuss their training and development needs with their manager.

Identified training and development needs will be recorded for recommendation to be discussed by those responsible for funding.

Always have at least two members of staff present in the Nursery when children are present.

The Nursery follows the Ofsted guidelines when deciding on child adult ratios as set out in paragraphs 3.27 - 3.38 of the Early Years Foundation Stage Statutory Framework and when deciding on how staff are deployed taking into account staff qualifications and experience.

A staff rota is followed to ensure the fair distribution of staff indoors and outdoors. This rota also includes snack time, lunchtime, teatime and cleaning. The staff hold regular meetings to review our program, plan future activities and monitor children's progress.

Investigate ways to enable staff to access National Vocational Qualifications in Children's Care Learning and Development or other appropriate qualifications on the Integrated Qualifications Framework and on going training appropriate to their job role.

The Farmyard Nursery has an excellent collection of bank staff. Tom and Sara's parents who between them have vast experience of working and caring for from their own children and grandchildren. We also have several ex-students who work for us to cover staff holidays. All bank staff are CRB/DBS checked. They are also a familiar face to the children and staff. They will be informed of changes and kept abreast of situations and will be included in staff meetings and social occasions. If for some reason the bank staff are not available then our emergency closure policy will be put into action.

Any changes to the provider e.g. name, address or hours during which childcare is provided will be notified to Ofsted.

Students are welcomed into our setting as more than just an extra pair of hands; to safeguard everyone concerned we accept students if-

Students and volunteers will be subject to the same requirement procedures as permanent members of staff. Students and volunteers will not be allowed unsupervised access to children unless they have current DBS check through the Farmyard Nursery or their training provider has provided this.



**Next Review Date: 01.05.15**

## **7. BRINGING AND COLLECTING CHILDREN**

When your child starts nursery, you will be made aware of Nursery procedures regarding drop off and collection this includes the signing in and out sheets and the home book box. Parents must sign their children in and out of the nursery every time they attend. This is a requirement of Ofsted. It also allows us to keep a register of all the children that are in the building in case of an emergency evacuation.

Parents are also asked not to let themselves out of the nursery door without a member of staff present. This will ensure that a member of staff can lock the door as they are let out. During your child's settling in period you will also be asked to fill in a 'Child Collection Form'. This form names people who you give permission to collect your child. We require their telephone number and their relationship to your child, and a password.

If there is any change to the collection details through out the day, or any legal complications, it is the parent's responsibility to inform us and we will give you an update details form to complete.

If a person turns up to collect your child which has not been pre-arranged or cannot give the recorded password we will ask the person to wait until it has been confirmed with a parent/guardian.

If for some reason you are held up and are going to be late please ring the nursery to inform the staff. Children under the age of 16 are not permitted to collect any child within the nursery.

### **Uncollected Children.**

We expect children to be picked up at the end of their allocated session, if it should not occur we will assume an emergency has caused the delay and will instigate our procedure, unless parents contact us to let us know they will be delayed. If, after 15 minutes, the parent does not ring to say there has been a delay, the person in charge will ring all the contact numbers including the emergency contact numbers, on the child's registration form, in case there has been a mix up and the child has been forgotten.

At all times two members of staff will supervise the child and offer them as much support and reassurance as is necessary.

Staff will not release the child to an unauthorised person unless an authorized person telephones to state that because of an emergency a different person will be collecting the child. The authorized person should give the name and address, a physical description of the person, including car details, collecting the child so that the person in charge can check this before allowing the child to leave. The person collecting the child and will give the manager/deputy a password to use for additional security when collecting the child.

If after 30 minutes the child has still not been collected then the person in charge will ring the Social Services Assessment Team or if it is after office hours the Emergency Duty Team for advice. In the event of the Social Services being called, and responsibility for the child being passed to a child protection agency, the person in charge will attempt to leave a telephone message with

the parent/carer's answer phone, reassuring them of their child's safety, and giving them a contact number to enable them to ascertain their child's whereabouts.

In the event of Social Services advising that we should involve the police, we will work closely with the police, to enable them to resolve the situation.

Under no circumstances will a child be taken to the home of a member of staff, or away from our setting unless absolutely necessary, in the course of waiting for them to be collected at the end of the session.

The child will remain in our care until they are collected by the parent, carer, designated adult, or alternatively placed in the care of Social Services.

Incidents of late collection will be recorded and discussed with the parents/carers at the earliest opportunity. Parents/carers will be informed that persistent late collection may result in the loss of their child's place.

**Late Fee-** Children not collected on time at the end of their session will carry an additional fee of £5 for every 30 minutes thereafter that they remain in the setting after their collection time.

**Next Review Date: 01.05.15**

#### **7.1 COLLECTING PARENT OR CARER WHO APPEARS TO BE UNDER THE INFLUENCE OF DRUGS OR ALCOHOL**

If a parent or carer arrives to collect a child and it is deemed that they are intoxicated with either drugs or alcohol, the decision will be made by the manager to telephone the emergency contact number and make arrangements for the child to be collected by them. If the parent/carer becomes abusive or makes a nuisance of themselves, the police will be called as will social services. At all costs, the staff will feel a duty to keep themselves and the child safe - no hesitation will be made when calling the police.'

**Next Review Date: 01.05.15**

#### **8. VISITOR POLICY PROCEDURE**

Any visitor to the nursery must arrive through the main entrance.

All visitors will be asked for a form of photo identification and if they have an appointment.

The Manager/Deputy/Person in Charge must be notified of their arrival.

The visitor must then be asked to sign in.

Any visitors must not be left alone in the nursery and will not be allowed to go around the nursery unaccompanied. Visitors will be asked to switch off their mobile telephones. Emergency contact can be made through the Nursery landline.

On departure the visitors must sign out.

**Next Review Date: 01.05.15**

#### **9. PARENTS AS PARTNERS and PLAY AND STAY SESSIONS**

Parents are the most significant person in a young child's life. Our setting

intends to work with parents, supporting, encouraging and reinforcing best practice and guiding or advising when parents ask for suggestions of ways of caring and coping with children.

In order to do this we

We ensure all parents know about our aims and policies including complaints.

We encourage parents to become actively involved in the setting.

Give feedback on their child's progress, using specific examples of achievement or behaviour using the Child's home book, the wipe board outside the front door, or our 'Look Listen and Note' form or verbally on collection.

Parents can access the Early Years Foundation Stage(EYFS) via URL

[www.foundationyears.org.uk/early-years-foundation-stage-2012/](http://www.foundationyears.org.uk/early-years-foundation-stage-2012/)

this will show parents how we deliver the EYFS at the Farmyard Nusrey in line with current legislation.

Provide parents with free access to their child's developmental records.

Listen to parents comments and opinions about their child's progress and where requested, comments from parents are incorporated into their child's records.

Ensure times, places and information about meetings is available to all parents.

Inform parents about training which might interest them e.g. First Aid.

Ensure copies of the inspection reports are available for all parents.

We are very proud of our close relationships with parents and carers. An important part of this is the exchange of information. Children under two will have their own homebook in which we will endeavour to record how each child has spent their day, how they have done at meal times, sleep times and toileting, however at busy times the information may be a quick snapshot. The over two's information is recorded on the wipe board outside or verbally with members of staff at pick up time.

A regular newsletter will be sent out to every parent and those on the waiting list.

Suggestions are always welcome on any aspect of the Nursery and we may ask for your comments using a formal questionnaire.

Social events will be held such as Farmyard Nursery open evenings.

**PLAY AND STAY** following feedback given to us from our 2012 parents evening we have implemented a play and stay time for parent/ carers and family or friends. Parents etc can arrange a time during the child's morning or afternoon session where they stay in the setting and experience what the Farmyard Nursery offers the child. Parents etc are not left alone with the children or involved in nappy changing or toileting. (see visitor policy).

**Next Review Date: 01.05.15**

## **10. FUNDRAISING POLICY**

The Farmyard Nursery may at times ask parents and carers to raise funds for the Nursery this may include large equipment eg a playhouse and would be for the benefit of all the children.

We may also carry out fundraising activities for certain charities. These charities will be related to children.

Different activities will be carried out to raise money. All of the proceeds go directly to the charity.

**Next Review Date: 01.05.15**

## **11. CONFIDENTIALITY POLICY**

Information received by the setting is often confidential and to maintain parents confidence in our professional approach to this information our setting ensures that;

All parents can see the details kept about their child and themselves at any time. Parents will not be given access to the information kept on other children and their families.

Feedback given to parents on their children's progress will be given directly to the parents unless they state a third party can be involved e.g. a childminder or nanny

Information about a child's medical needs or concerns about Safeguarding issues will be kept in a separate file and will only be available to authorised personnel.

Staff at The Farmyard Nursery will be expected at all times to maintain high levels of confidentiality.

This is in regards to the children, any discussions pertaining to the children in our care will always be treated in the highest of confidence and must not be discussed with anyone other than the permanent members of staff, the Manager, the Owners or the Parents.

Any issues regarding children or staff discussed with The Farmyard Nursery staff/management will be treated in the highest of confidence and will not be discussed with anyone else.

Any information given to a staff member in confidence will remain so and not be discussed with any bank staff or volunteers unless in doing so leaves the child at risk.

All staff will sign a confidentiality agreement within their induction process. Data Protection regulations will be followed and explained to parents when they first start. (Please read the data protection policy)

All confidential information will be stored securely

Any information a student gains whilst on placement at The Farmyard Nursery must remain confidential, whether it is about a child, a family or a member of staff.

All students on placement will sign a confidentiality agreement on their first day.

Also if any one comes to the Nursery Manager/Owners with any issues, these too will be treated in the highest of confidence.

Any confidential information given to the manager by the parents will not be passed on to other adults without the parent's permission. Including information about individual members of staff except in the case of safeguarding. (see safeguarding and social networking policy).

**Next Review Date: 01.05.15**

## **12. UNWELL CHILDREN AND MEDICINES**

When a child becomes unwell at our setting our policy is to send the child home to ensure the child has his/her needs met in the most appropriate setting and to protect other children and adults from the risk of infection.

Any member of staff suspecting a child is unwell or contagious must report this to a senior member of staff.

A member of staff will make sure the child is as comfortable as possible away from other children.

The person in charge will telephone the parents first, if no answer other emergency contact numbers will be tried.

If parents or emergency contact numbers do not answer the child will be cared for by one member of staff until the end of the session.

Parents will always be advised to seek the advice of a medical practitioner.

Where staff are concerned about a child's condition deteriorating e.g. suspected meningitis, an ambulance will be called to take the child directly to hospital and seek medical guidance. (please read the accident procedure)

Parents will be required to keep children at home if they have an infectious disease.

Vomiting and diarrhoea requires an exclusion period of 48 hours from the last episode- this includes staff, children and volunteers and helps to protect the most vulnerable members of our community.

Ofsted will be notified of any child suffering from a serious illness or notifiable disease. We will work together with the Health Protection Agency to deliver a safe environment.

If your child is not able to attend nursery for a day please notify telephone the nursery as soon as possible.

### **Medicines**

Prescribed medicines will be administered by parents where possible. When the setting is to administer medicines the following procedures will be followed.

Medication will only be administered if it has been prescribed previously by a doctor, pharmacist, dentist or nurse.

Medication may only be administered by a qualified member of staff, who is a First Aider, in the presence of a senior member of staff.

If technical/medical knowledge is required to administer prescription medicines individual training must be provided from a qualified health professional.

All medication will be stored in its original container, clearly labelled, include prescriber's instructions and is inaccessible to children.

The medication book must be completed and signed by parents before medication can be administered for each and every medicine.

When medication is administered records will be kept which include dosage, name of medication, time of administration, person administering, witness to procedure.

Parent to sign the medication form when the child is collected.

### **Analgesia medication e.g. calpol/nurofen for children**

We will NOT administer medicine unless it has been prescribed by a doctor and carries the label that was attached by the pharmacist. The label must record the child's name, the medicine type, dosage, time to administer medicine, doctor's name and date, and pharmacist name and date.

If the child is unwell then they need to be kept at home.

Nappy rash creams can be used with the parents consent. Parents will need to sign the ongoing medication book.

All medicines are stored either in the fridge, or an unlocked cabinet in the children's toilet area. This is out of reach of all children.

All senior members of staff are trained in how to complete the medication book fully.

**Next Review Date: 01.05.15**

### **13. ACCIDENT PROCEDURE**

**At all times staff must wear gloves if bodily fluids are involved.**

If a minor accident occurs then the child will be taken to a quiet area.

The member of staff will assess the injury and take action. If appropriate the injury will be treated.

The child will be resettled back into play, and be kept under close supervision for the remainder of the session.

The accident will then be recorded in the accident book, and a label placed with the child's bag. The parent/main carer will then ask to sign the accident book when they collect their child, the top copy will then be detached from the book and given to the parent/carers. The accident book will be returned to the designated safe place.

The Manager will then consider whether the accident highlights any actual or potential weaknesses in our policies or procedures and act accordingly, making suitable adjustments where necessary and completing a new risk assessment.

#### **Major Accident**

At all times staff **must** wear protective clothing

If able to be moved, the child is taken to a quiet area and the person in charge notified.

The person in charge will then assess the situation and decide whether the child needs to go immediately to hospital or whether the child can wait for the parent/main carer to come.

If the child needs to go straight to hospital an ambulance will be called.

The parent/main carer will be contacted and arrangements will be made to meet the parent/main carer at the hospital. A member of staff will accompany the child to hospital taking with them the child's medical records and contact numbers. The member of staff will stay with the child until the parent or carer arrives. The member of staff is not responsible for making medical decisions and should not agree or sign for the child's treatment; the medical staff at the hospital must take responsibility.

If the child does not need to go straight to hospital but their condition means they should go home, the parent/carers will be contacted and asked to collect



their child. The child will be made as comfortable as possible and a member of staff will stay with them until the parent/main carer arrives. If the main carer/parent is unable to collect the child in person they must nominate someone who can collect the child. If this person is not on the list of named people who can collect the child, then a password must be agreed with the setting so they can identify the person collecting as the designated person who will collect the child on that occasion.

It will then be for the parent/main carer to decide whether to go to the hospital or not.

A report of the accident will then be recorded in the accident book.

Parents/carers will be asked to sign to acknowledge the accident and any action taken by the staff.

If necessary a RIDDOR form will then be completed and a copy sent to the HSE office.

Ofsted will be notified.

The Manager will then consider whether the accident highlights any actual or potential weaknesses in our policies or procedures and act accordingly, making suitable adjustments where necessary and completing a new risk assessment.

**Existing injuries form:** The Farmyard Nursery has a duty to safeguard all children. If a child arrives at nursery with a pre existing injury or a pre-existing injury is discovered during the day we will ask the parent/carer to complete a record of how the injury occurred. This information will then be stored in the child's file. See next page for an example of the form used.

**Next Review Date: 01.05.15**

#### **14. FIRE SAFETY**

Fire extinguishers will be checked annually, designated adults will know how to use them.

Procedures for fire/evacuation drills will be known by the adults in the setting.

Fire doors will never be obstructed.

Fire exits will be clearly identifiable.

Appropriate, working fire alarms, smoke detectors and extinguishers will be in place.

Fire drills will be carried out at least once per term and a record of date, time taken, people involved, any problems encountered and how they were resolved will be kept. Fire Drill procedures will be displayed and made accessible to all nursery users, parents, students and staff.

The Fire Precautions Act 1971 covers fire precautions in occupied premises and is administered by fire authorities. Under this Act all nurseries require a fire certificate which will specify fire precautions such as:

**The means of escape. Fire fighting equipment. Means of warning in the event of a fire.**

##### **Fire Drill**

In the event of a fire the alarm will sound.

The children are to be taken quickly and calmly out of the building, the Lamb and Foal children on foot and the Duckling children in the evacuation cot or



carried by an adult, using the fire exits and to assemble outside the open barn. Staff must check all rooms during evacuation closing doors behind them.

The Manager or Deputy Manager will be responsible for the collection of the children's records and the Nursery telephone.

A member of staff will be delegated to telephone the fire brigade and the Manager or Deputy Manager will call the register.

**Next Review Date : 01.05.15**

## **15. EVACUATION PROCEDURE**

When a major incident occurs and we cannot return to the nursery for a period of time we will proceed to our safe refuge. All children, staff, students and visitors will assemble at the farmhouse, Pigknoll Farm.

The nursery will evacuate following the fire drill procedure.

The Manager will collect the registers and do a head count and roll call.

The owners, manager or deputy will collect the contact numbers and signing in sheets and or register.

No one will be allowed to re enter the nursery unless instructed by the owners, manager or deputy.

It will be the responsibility of the owners, manager or deputy to relay all information necessary to the emergency services.

The owners, manager or deputy will inform the children's parents and keep everyone updated on the situation.

**Next Review Date: 01.05.15**

## **16. TOILET TRAINING POLICY**

Toilet training will only begin with the permission of the parents/carers. It will only be successful when the nursery and parents/carers work together. We have compiled an information sheet called 'Top tips for potty training' for parents/carers to read. We encourage all children to be toilet trained when ready, and when they know that they need the toilet. Toilet training for the under two's is not encouraged, although they may verbalise the need to use the toilet they are not ready mentally to understand when they will need to use the toilet - they are very easily distracted at this age and usually they have not developed the physical skills to be able to dress and undress themselves.

When the child is ready they will be treated appropriately to meet their individual needs.

1. We would start by encouraging the child to use the potty/toilet at nappy changes to familiarise the child with the potty/toilet.
2. Then when ready we would like the child to wear underwear, and their parents to supply several changes of clothes.
3. The child will be encouraged to use the potty/toilet and communicate to staff when they require the potty/toilet. The staff will assist the child at regular intervals.
4. Positive encouragement and praise will be given at all times.

5. Verbal and written communication between the parent and the staff will regularly take place to report on the progress of the child's toilet training.

#### **ACCIDENTIAL SOILING**

Staff are not permitted to rinse soiled clothes due to a toileting/vomiting incident under the tap.

#### **PROCEDURES**

Soiled materials can be scraped off into the toilet.

Staff must always wear disposable gloves when doing this.

Place the soiled clothing in a double bag for parents to take home.

Staff must wash their hands after handling soiled clothing, even when wearing gloves.

**Next Review Date : 01.05.15**

### **17. NAPPY CHANGING POLICY**

Staff must wash their hands with an antibacterial soap prior to the first nappy change, or if changing a single nappy.

A pair of disposable gloves must be put on.

The changing mat must be cleaned with antibacterial spray before changing a nappy prior to the first nappy change or if changing a single nappy.

Make sure that everything you require is on hand before putting the child on the changing mat and that the mat is dry.

Always have at least one hand on the child whilst changing the nappy to prevent the child from falling off the unit.

All nappies must be disposed of in a nappy sack in the nappy bin.

The changing mat must be cleaned with antibacterial spray after the nappy has been changed.

Dispose of gloves in the nappy bin.

Help children to wash their hands with antibacterial soap at the small sink.

Children can stand on the box but must be closely supervised. Babies will need more support. Children to be shown the correct hand washing process (see infection control) and the correct disposal of paper towels.

Staff must wash hands with an antibacterial soap.

Record nappy changes in the child's home book or in the Nursery Care Book if the home book is not available.

Staff must look after their backs. Bend from the knees when lifting the child onto the changing mat. See Staff Handbook 'correct manual handling'. Older children can climb onto the box to help staff but must be closely supervised.

Staff must be trained to change nappies by a senior member of staff.

Students must be supervised by a senior member of staff and only when a CRB check has been produced when changing nappies.

The nappy bin must be emptied when full and at the end of the day.

**Next Review Date: 01.05.15**

### **18. HEALTH AND SAFETY POLICY**

All Health and Safety Documents are available for inspection.

No Smoking on the premises.  
 Hot drinks must be kept out of the reach of children and placed in a safe place.  
 Smart and practical dress code with sensible shoes.  
 Sensible jewellery at all times, NO hooped earrings for staff or children.  
 All electrical sockets will be protected by safety plugs.  
 All cleaning materials to be placed out of reach of the children.  
 All fire exits clearly marked and free from obstruction.  
 All fire extinguishers to be clearly labelled.  
 A copy of the fire drill should be clearly visible.  
 Any accident involving bodily fluid must be cleaned up safely, using protective clothing and using the appropriate cleaning materials.  
 All staff are familiar with where the first aid box is kept.  
 All members of staff hold a relevant first aid qualification which includes paediatric CPR. Our training provider is 1066 First Aid Training.  
 Senior members of staff only to administer medication.  
 No student must be left unsupervised at any time.  
 Children must be supervised all the time.  
 Always wash your hands before handling food, including snack times.  
 When lifting heavy items (including children!!) please bend from your knees.  
 To wash hands after handling the animals or use the antibacterial hand gel.  
 All accidents and medication to be recorded in the book  
 Care will be taken for children arriving and departing from the nursery.  
 As soon as they go out of the door, on departure, the child becomes the parent's responsibility.  
 All accidents and medication to be recorded in the book.  
 Toys and furniture will conform to British or European Standards and the room/floor must not be endangered by too many toys and furniture.  
**Health and Safety Officer: Sara Andrew**  
 The co-operation of employee's is vital to ensure a safe environment to work in. Any accident which occurs at work and requires hospitalisation for 24 hours or more, or a broken arm or leg must be reported to the Health and Safety Officer and a form completed and returned within 10 days.  
 We are responsible to ensure a safe environment for visitors.  
 Damaged equipment to be marked and stored in the laundry room.  
 Food hygiene regulations to be adhered to at all times.  
 Everyone is responsible for their own safety, and ensuring safety of other staff.  
 Dettol and all other chemicals must be out of reach of children in either an out of reach place or the COSH cupboard.  
 Gloves must be worn when changing nappies or soiled clothing.  
 Staff accidents must be logged in the accident book.

### **Responsibilities**

**Reporting, investigation and recording of accident:** ALL STAFF

**Fire Drills:** Sara Andrew

**First Aid Appointed Persons:** All staff to hold an up to date paediatric first aid certificate.

**Safety Inspections:** Tom Andrew

**Legal Requirements:** Tom and Sara Andrew

**Maintenance and**

**testing of fire extinguishers:** Pyrotec, Ringmer, East Sussex

**Testing portable appliances:** P & S Electrical Safety Testing 01424 858273

**In house testing of fire alarms:** Tom Andrew

**Next Review Date: 01.05.15**

## **19. NON-SMOKING POLICY**

The Farmyard Nursery has a no smoking policy. We feel that it is important for children to be given positive role models and to see staff and other adults smoking would not enable this. If during staff breaks or if visitors to the Nursery need to smoke this must be done away from the Nursery premises.

**Next Review date: 01.05.15**

## **20. SUBSTANCE ABUSE POLICY**

The Farmyard Nursery will not tolerate drugs or substance abuse in their premises.

Alcohol or any other substances will not be tolerated and may not be consumed on the premises. Staff are made aware of this at their induction when they commence employment within the setting and it is also in the Staff Policy Document under section 14. Drugs and Alcohol.

If a member of staff feels that any other staff members may be consuming alcohol, or be under the influence of a banned substance it is their duty to inform Rebecca, Sara or Tom.

Any abuse of this is classified as gross misconduct and will lead to dismissal by the management.

If a person visiting the group is deemed by the person in charge to be intoxicated they shall be asked to leave immediately.

In the case of a parent arriving to pick up a child from The Farmyard Nursery, but seems to be intoxicated to such an extent that they are incapable of taking responsibility for their own child, the person in charge should make other arrangements from the telephone numbers he/she has available on the Childs registration form and also keep senior members of staff informed.

**Next Review Date: 01.05.15**

## **21. CARE IN THE SUN**

The Farmyard Nursery encourages children's safety in the sun.

As skin cancer has become more common and is caused by harmful Ultra Violet Rays in sunlight; it is our belief that encouraging safe sun behaviour we can prevent sunburn, which contributes to skin cancer.

With this in mind we ask for parents support in this matter by sending their child to nursery in the summer with a sun hat. Alternatively parents can supply a sunhat that is labelled and kept at the nursery.

Parents are also asked to complete a 'Sun Cream Permission Slip' stating whether they will bring in their own sun cream or use the sun cream provided by the Nursery.

Sun cream will be applied throughout the day, and we will ensure that the children have their sun hats on at all times when outside and they have plenty of fluids to drink through out the day.

Children will be encouraged to play in the shade and when it is very hot limited time will be spent outside. General play will take place either indoors the main Nursery building or in the open barn outside. We will also provide shade using the sail, blankets and pieces of material. Our willow den and growing area will also provide some shade.

We will be talking to the children about sun protection and the importance of it.

**Next Review Date: 01.05.15**

## **22. FOOD MANAGEMENT AND HYGEINE**

1. Breakfast will be served to children who attend the breakfast session before 8.00am.
2. All staff and children must wash their hands before mealtimes.
3. Individual dietary requirements will be respected.
4. Staff will help set a good example of table manners.
5. Children will be encouraged to say 'please' and 'thank you' and to sit still
6. Quiet conversation will be encouraged.
7. A child must not be forced to eat their dinner.
8. Slow eaters must not be rushed.
9. If the child is distressed the food or situation causing the distress will be quietly removed.
10. At breaks children should be encouraged to eat their own food and not to touch other peoples to reduce the spread of germs.
11. Cultural differences in eating habits will be respected.
12. Children will be encouraged to wait until everyone is ready to eat.
13. We cannot guarantee that food containing traces of nuts or food that has been made in an environment that could contain nuts will not be available, especially cakes made at home or birthday cake brought in.
14. Anyone handling food must always wash their hands before preparation and after going to the toilet.
15. Anyone with skin, nose, and throat or bowel trouble must consult the manager.
16. Louise to wear protective clothing and not to cough or sneeze over food.

17. Keep all surfaces and equipment clean.
18. Ensure waste is properly disposed of.
19. Keep the lid on the dustbin and wash your hands after disposing of waste.
20. The bin containing waste food is emptied at lunchtime/teatime.
21. The refrigerator is always kept between 0-8°C and the temperature is recorded daily.
22. Food is always heated to 75°C or above, and again recorded.
23. All new food must follow the stock rotation system of FIFO- First In First Out.

**All staff preparing food should be deemed responsible from a qualified person holding the appropriate qualifications**

**Next Review date: 01.05.15**

### **23a. HEALTHY EATING POLICY**

The Farmyard Nursery promotes a healthy balanced diet for all children from 6 months of age. All meals and snacks will be homemade and prepared onsite by our cook. All special dietary requirements will be catered for.

A variety of food is made using local produce and some vegetables produced on the farm. A variety of food is selected from the four main food groups every day: -Fruit and vegetables, Breads, cereals and potatoes

Meat, fish and alternatives, Milk and dairy produce

Fresh fruit and vegetables are served every day.

Children will only be served milk or water at snack and meal times. During hot weather watered down fruit juice is sometimes offered to encourage hydration.

We offer fruit and milk at both snack times.

All our meals are made using fresh local produce and suppliers where possible. Ideally, food will be organic or produced by local farmers that do not use artificial pesticides or fertilisers.

We have taken part in the 'Little Nippers Survey' a government initiative which tested all our food over a two week period, this gave us some helpful feedback on best food practice. The Nursery was the best in the South East.

**Next Review Date: 01.05.15**

### **23b. DIET AND NUTRITION POLICY**

All special dietary requirements will be catered for. Parents must give a copy of the diet sheet provided by a state registered dietician to the Manager. Special dietary needs sheets will be completed by the parents and they must give permission for these sheets to be displayed for staff in the kitchen.

Cultural dietary habits are respected. Parents or carers are requested to provide details of foods eaten and not eaten by the child.

Mealtimes are used as an opportunity to encourage good social habits.

Children will celebrate birthdays and special occasions such as Easter and Christmas by making and decorating foods for those occasions.

**Next Review date: 01.05.15**

## **24. SLEEP AND REST TIME POLICY**

During your child's time at the nursery there may be an occasion when they will need a short rest or sleep.

Children attending the baby area will be able to sleep in cots in the sleep room. Children and babies using the sleep room will be checked every 10 minutes and this will be recorded in the child's home book.

Children within the nursery can sleep for as long as necessary unless the parent specifically requests otherwise. Each child's details will be recorded in the children's toilet area for staff to check.

Children over the age of two years will be supplied with an individual sleep mat, sheet and blanket, they will sleep in a quiet area of the Nursery, not the sleep room, and if required a member of staff will sit with the children until asleep. The time the child falls asleep and wakes will be recorded on the small wipe board. Parental wishes will be followed on sleep time and any change to a child's sleep routine will be with permission of the parent or carer.

**Next Review Date: 01.05.15**

## **25. OUTINGS POLICY**

The Farmyard Nursery is very fortunate with regard to our unlimited access to the surrounding farmland. However if an outing off of the premises was to take place the following guidelines would be used;

**Transport -**

Mini buses should have forward facing seats with seat belts.

Booster seats will be used.

Drivers should have undergone formal assessment of their ability to drive a minibus.

Evidence of current driving license and drivers name should be held by the setting.

Insurance certificate should indicate drivers allowed to drive for the setting.

Details of vehicles used will include registration number, MOT details and tax details.

A registered member of staff will accompany all children.

No child will be left in a vehicle unattended.

**Staffing levels -**

One adult to two children, qualified staff to be responsible on outing if parents or volunteers make up part of the adult contingent.

Staff will ensure that regular headcounts are undertaken.

**Plan of activities -**

A plan to show how the outing fits into the overall programme and the activities which will be used to prepare children for the outing beforehand, the activities to be carried out during the outing and the follow up activities to promote children's learning after the outing will be written down and read by all adults involved in the setting.

**Risk assessment -**



Before taking the children on any outing, a member of staff or committee will visit the venue and carry out a risk assessment for the journey and location. If this is not possible the venue will be contacted requesting a copy of their risk assessment.

A full risk assessment will be conducted for each outing, this will include the nature of the outing and adult/child ratio.

**Parental permission -**

A consent form will be completed by parents giving the responsible person authority for their child while on the outing.

**Emergency procedures -**

Contact telephone numbers for parents will be taken.

A mobile phone fully charged will be carried at all times, this number will also be left with a responsible person at the setting.

A qualified paediatric first aider will be present for all outings.

If an accident requiring medical assistance occurs to a child, an ambulance will be called, the parent will be asked to meet their child and a member of staff at the nearest hospital.

In the event of a child being lost, the 'missing child procedure' will be followed. Any incidents must be recorded in writing.

Ofsted will be contacted and informed of any serious incidents.

**Information/Equipment to be taken on the trip -**

List of children, parents phone numbers, special needs including any allergies.

Mobile phone.

First Aid kit and any necessary medication, accident book.

Spare clothes, plastic bags.

Activity plan.

Programme including time expected home. This information will also be kept in the setting.

**Daily Walks**

The children/babies will enjoy daily walks across the fields and in the woods of the surrounding countryside. The walks will be supervised and the correct ratios adhered to. A nominated person will carry the walkie talkie or a mobile phone and the first aid bag at all times. The nominated person will confirm with either Linda, Louise or the member of staff remaining at the Nursery how many children and staff present. Counting children will be done throughout the walk. An up to date risk assessment will be carried out by the Manager.

**Next Review Date: 01.05.15**

**26. HANDLING ANIMALS AND STROKING FARM ANIMALS**

When on the farm care will be taken to ensure personal hygiene and safety at all times.

All children and staff should wash their hands or use the hand gel after handling animals or when leaving the field. Children will be supervised by a member of staff throughout the hand cleaning procedure.

The DEFRA Code of Practice (see risk assessments) will be followed for any animals at the nursery.

Sensitivity will be shown to children who may appear scared of animals. Close supervision will be adhered to at all times when children are stroking animals.  
**Next Review Date: 01.05.15**

## **27. LOST CHILD PROCEDURE**

### **On Site**

It is the Managers responsibility to ensure that children do not go missing. We have the highest regard for the safety of the children in our care. Staff will always be extremely aware of the potential for children to go missing during sessions. Members of staff will undertake periodic head counts.

If for any reason a member of staff cannot account for a child's whereabouts during a session the following procedure will be activated:

The member of staff will inform both the Manager and the rest of the staff team that the child is missing.

A thorough search of the entire premises will be commenced. The staff team will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.

If the child is not on the premises the search will be widened to include the surrounding area.

If after 15 minutes of thorough searching the child is still missing, the Manager will inform the police and then the child's parents/carer.

While waiting for the police and the missing child's parents/carer, searches for the child will continue. During this period other members of staff will maintain as normal a routine as is possible for the rest of the children. The correct adult child ratios will be maintained at all times.

The Manager will be responsible for meeting the police and the missing child's parent/carer. She will co-ordinate any actions instructed by the police, and do all she can to comfort and reassure the parents/carers.

Once the incident is resolved, the Manager and the staff team will review relevant policies and procedures and implement any necessary changes (paying particular attention to reviewing security on site).

Inform all relevant parties of findings, implications and outcomes of review.

All incidents of children going missing from the setting will be recorded on an incident form, Ofsted will also be informed by telephone within 24 hours, followed by a written report within 7 days.

**Next Review Date : 01.05.15**

## **28. EQUAL OPPORTUNITIES POLICY**

There can be no quality in early years unless there is equality of opportunity. Equality of opportunity means treat all children equally, based on their own individual needs.

The Farmyard Nursery believes that no child, individual or family should be excluded from its activities on the grounds of age, gender, sexuality, class, family status, disability, ethnic origin, colour, culture, religion or belief. The Farmyard Nursery is open to all families in the community. Article 2 of the United Nations Convention on the Rights of the Child (UNCRC) requires that

children are 'protected against all forms of discrimination'. At the Farmyard Nursery we do not discriminate on the grounds of gender, race, religion, colour, national origin, or disability.

### **EMPLOYMENT**

The Farmyard Nursery aims to ensure that all individuals are recruited, trained and promoted on the basis of occupational skill requirements. In this respect the Nursery will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, marital status, sexuality, race, religion, colour, national origin, or disability.

### **THE CURRICULUM.**

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children to develop in an environment free from prejudice and discrimination. We will offer each child the very best chances to develop and learn, help them to feel good about themselves and to be happy, help them to experience success and achievement and enable them to move on to the next stage of their life with confidence and the skills they need to progress. Opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

### **RESOURCES**

These will be chosen to give the children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

The children's education will include the cultures and religious beliefs of all countries.

### **Discriminatory behaviour/remarks**

Any discrimination/sectarianism (language, behaviour or remarks) by children, parents or staff/volunteers and visitors is unacceptable in the nursery.

Discrimination will be positively challenged by supporting the victim and helping those responsible to understand and overcome their prejudices.

### **Festivals**

We aim to show respect for and awareness of all major events in the lives of children and families attending the nursery and the wider society.

We aim to acknowledge festivals celebrated by families in our nursery and in the wider society/world through stories, activities, special food and clothing which reflect the diversity of life.

At The Farmyard Nursery we aim to acknowledge and value each child's individual stage, ability, culture, religion, language and family group. This will give our children the self confidence to move onto the next stage in their development.

We recognise that parents are young children's first educators and welcome their involvement in our setting in order to ensure that the children's home based learning and the learning opportunities we offer extend and reinforce each other.

We actively seek to combat sexism and promote equal opportunities for girls & boys, women & men.

We have taken regard of the Race Relations Act 2005 and actively seek to promote racial harmony through everything we do, say and provide.

We promote equality of opportunity for children with special needs and their families.

Our setting has used the DfES Code of Practice on the Identification and Assessment of Special Educational Needs 2001 (revised 2004) and the Disability Discrimination Act to devise a policy and procedures which will ensure all children have the appropriate opportunities to learn through play and that all families will feel welcome.

Information, written and spoken, will be clearly communicated in as many languages as necessary, including Braille. Bi-lingual children and adults are valued, and their languages and skills will be recognised and respected in our setting.

Each child will have a key person. They will take a close interest in their progress and individual needs and will work one to one with the child if extra support is required.

Consultation between parents, manager and key person will plan the settling in programme for each individual child.

The named designated person for Additional Needs is Rebecca Lewis

The named person responsible for race equality is Stacie Booth.

The medical, cultural and dietary needs of children, families and adults working in the setting will be met.

The environment will be monitored to ensure all children can be included and any adaptations which need to be made to accommodate a child's specific need will be considered and undertaken where possible. If it is not possible to adapt the physical environment we will consider alternative ways to ensure the child's needs are met.

We plan our programme to extend the children's experience and knowledge of other cultures, languages and celebrations.

We ensure that the activities reflect the diversity of our society not just our setting.

We encourage children to explore in a positive way the differences and diversity of people by ensuring the representations of people are accurate and realistic i.e. dolls, puppets, models.

Children's progress and needs will be monitored by carefully planned methods of observation by all staff and will be shared with parents, taking account of information from parents.

Children's views and opinions about the activities and routines they enjoy, as well as their other likes and dislikes, will be sought as part of the planning for a child's specific needs using centres of interest and sustained shared thinking. Children's specific needs will be monitored, supported and reviewed by the staff in consultation with other professionals including speech therapists, psychologists, paediatricians, social workers and health visitors.

Children will be supported through their transition to other settings through consultation with all agencies involved with the child and their family.

Parents of children with Additional Needs and/or disabilities will be given

information about the procedures for resolving complaints about the provision for their child (see comments and complaints policy and procedures). Children's right to privacy will be maintained while carrying out personal hygiene activities by ensuring other children and adults are not able to observe the child.

Discriminatory behaviour or remarks are unacceptable in our setting and will be challenged. We will respond in a way that is sensitive to the feelings of the victim and help those responsible to understand and overcome their prejudices. We seek to enable adults with disabilities to take part in our setting where it is safe and reasonable to do so.

We monitor our practice and have regular meetings to discuss and decide how to improve our practice and procedures.

Staff will attend relevant training to ensure they keep up to date with the requirements of all children with special needs and regarding specific conditions and disabilities.

Meetings, events and courses will take account of the needs of families with young children, and will be designed to ensure all who wish to be involved in the organisation and management of our setting have an equal opportunity to do so.

**Next Review Date : 01.05.15**

## **29. SAFEGUARDING CHILDREN**

Safeguarding and promoting the welfare of children, for the sake of this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

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

## **THE FARMYARD NURSERY'S VALUES AND PRINCIPLES**

Children and young people have the right be protected from neglect and abuse. *Everyone* has a responsibility to protect children and young people and to report concerns.

Children's needs are paramount and take precedence over the needs of adults in any conflict between the two. This setting's policy and procedure is to safeguard all children, to ensure they are all equally valued and to give them the best start in life.

All allegations and concerns are taken seriously and dealt with appropriately in accordance with this policy and procedure.

This setting has a comprehensive set of policies and procedures that are available to parents/carers in the setting at all times.

This policy must be adhered to by all staff, volunteers, employees (contracted and non-contracted), trainees, service providers, contractors, etc.

## Safeguarding Children Policy and Procedures

<b>Name of Setting</b>	The Farmyard Nursery		
<b>Document owner</b>	East Sussex Local Safeguarding Children's Board (LSCB)		
<b>Authors</b>	East Sussex LSCB Quality Assurance Sub-Group		
<b>Document approved by</b>	Rebecca Lewis		
<b>Lead Child Protection Practitioner</b>	Sara Andrew		
<b>Local Children's Social Care Duty and Assessment Team contact details</b>	<p><b>Duty and Assessment Team East</b> For children living in Hastings and Rother areas, contact for concerns regarding children aged 0-11 years 01424 724144</p> <p><b>Youth support team</b> contact for children aged 12 and over 01424 724130</p> <p><b>Duty and Assessment Team West</b> For children living in Eastbourne, Lewes, Wealden areas, contact for concerns regarding children aged 0-11 years 01323 747373</p> <p><b>Youth support Team</b> contact for children aged 12 and over 01323 747094</p>		
<b>Current version</b>	October 2014	<b>Date approved</b>	October 2014
<b>Previous version</b>	May 2013	<b>Date approved</b>	May 2014

### INTRODUCTION

In this policy, safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development, and
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

(Definition taken from the HM Government guidance *Working Together to Safeguard Children, 2013*)

## THE SETTING'S VALUES AND PRINCIPLES

Children and young people have the right be protected from neglect and abuse. **Everyone** has a responsibility to protect children and young people and to report concerns.

Children's needs are paramount and take precedence over the needs of adults in any conflict between the two. This setting's policy and procedure are to safeguard all children, to ensure they are all equally valued and to give them the best start in life.

All allegations and concerns are taken seriously and dealt with appropriately in accordance with this policy and procedure.

This setting has a comprehensive set of policies and procedures that are available to parents or carers in the setting at all times.

This policy must be adhered to by all staff, volunteers, trustees, board members, employees (contracted and non-contracted), trainees, service providers, contractors, etc.

This policy should be read alongside the document entitled *Safeguarding children: a manual for those who are for and work with children and young people (2014)* - referred to henceforth as the Manual. The Manual sets out the safeguarding procedures that all staff must follow.

## LEGAL FRAMEWORK

This policy is based on the following laws and statutory guidance:

*Children Acts 1989 and 2004* define safeguarding and promoting the welfare of children as

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

*Working Together to Safeguard Children (2013)* sets out how organisations and



individuals must work together to safeguard and promote the welfare of children and young people in accordance with Children Acts 1989 and 2004

*East Sussex Local Safeguarding Children Board's (LSCB) Pan-Sussex Child Protection and Safeguarding Procedures:*

- ensure that there are prompt methods for alerting, reporting, investigating and managing a child's protection. The Procedures are available at <http://pansussexscb.proceduresonline.com/chapters/contents.html>

*Statutory Framework for the Early Years Foundation Stage 2014*

- the mandatory framework for all early years providers, maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register. The safeguarding and welfare requirements are given legal force by regulations made under Section 39(1)(b) of the Childcare Act 2006

## ROLES AND RESPONSIBILITIES

- The Ofsted 'Registered Person' is named on the first page and has overall legal responsibility for safeguarding. If concerns relate to the 'Registered Person', Ofsted should be contacted through their whistle-blowing policy.
- The Lead Person for safeguarding is **Sara Andrew**. All safeguarding concerns relating to allegations against staff and volunteers should be reported to this individual and recorded (see section 20 of the Manual). If the concerns relate to the lead person then the local LADO (Local Authority Designated Officer) **Paul Startup** should be contacted, telephone 01323 466606 or 07825 782793, email [paul.startup@eastsussex.gov.uk](mailto:paul.startup@eastsussex.gov.uk)
- The Lead Person will usually be responsible for passing on concerns, or making referrals, to the Duty and Assessment Team. In their absence the next most senior member of staff on will assume responsibility
- All staff, volunteers, or contractors must adhere to the procedure for reporting concerns to the Lead Person or Registered Person
- All staff, volunteers, contractors and visitors to the setting must sign a register and record their exact time of arrival and departure

## REPORTING PROCEDURES AND MAKING A REFERRAL

- Refer to the Manual when making a referral (see sections 9 to 11).

- The police will be informed immediately if it is suspected a criminal offence has been committed
- The Lead Person will contact the Children’s Social Care Duty and Assessment Team to either discuss a concern or report an incident.
- The timing of referrals will reflect the level of perceived risk and will always be **within one working day** of recognition of risk.
- All referrals made verbally must be confirmed in writing by the referrer within 24 hours (the next section defines how records will be kept).
- Any allegation or concern about a member of staff or volunteer must be reported immediately to Ofsted and the Local Authority Designated Officer (LADO) by the Lead Person.

## RECORD KEEPING AND RECORDS MANAGEMENT

- All staff will record and report concerns in line with the Manual (see section 16) and *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges (2014)*.
- The Lead Person will telephone the Duty and Assessment Team to notify them of a safeguarding concern and follow instructions on completion of paperwork. Further guidance on what information to provide is in the Manual.
- Where concerns relate to an allegation against a member of staff, or volunteer the referral should include the child’s name, address, gender and date of birth together with full details of the complaint or allegation, including witness statements
- All records will be held confidentially but will be shared with other agencies, e.g. the police, Children’s Social Care, Ofsted, where this assists an ongoing investigation. Records will be held for a reasonable period of time after children or staff members have left the provision in case they are needed for any future investigation.

## SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST PEOPLE WORKING WITH CHILDREN

All management, staff, volunteers and contractors working at this childcare

setting will undergo rigorous suitability checks in line with the Manual (see section 19).

Allegations against people working with children will be managed in line with section 20 of the Manual.

## **TRAINING AND DEVELOPMENT**

We are committed to ensuring all staff are qualified, have opportunities for professional development and have relevant up-to-date training in safeguarding children (see section 18 of the Manual).

- All new staff, volunteers and students will participate in an induction programme before taking up their duties and will be allocated an experienced member of staff to mentor them for the duration of the induction.
- All staff will be required to complete online child protection training upon appointment. This will be consolidated by formal East Sussex County Council-approved training at Level 1 as soon as possible.
- All volunteers and students will be required to complete the online child protection training.
- The Lead Person will be required to complete East Sussex County Council-approved Level 1 and Level 2 safeguarding training.
- All training must reflect the requirements of *Working Together to Safeguard Children 2013* and informed by the East Sussex Local Safeguarding Children Board training strategy and plans.
- Staff are required to update their knowledge by attending East Sussex County Council-approved training every two years.
- Staff supervision meetings will record discussions regarding continuing professional development and subsequent identification and planning of training to meet those needs.

## **INFORMATION SHARING AND WORKING TOGETHER WITH OTHER AGENCIES**

The setting respects confidentiality at all times and complies with the Data Protection Act 1998.

However the setting will share information as part of its day to day work in

order to safeguard and protect children from harm but also to work together to support families to improve outcomes for all. This may involve liaison with Police, Children's Social Care, participation in multi-agency meetings, e.g. case conferences and participation in serious case reviews, if requested to do so (see section 17 of the Manual).

## QUALITY ASSURANCE

This setting is registered with Ofsted's **Early Years Register** and is required to meet **the Requirements of the Early Years Foundation Stage 2012**. This register clearly state the minimum standards that must be met by law.

As a consequence, the setting is subject to routine and regular inspection by Ofsted. The most recent Ofsted report is available to view in the setting or online at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

**The setting has completed the Ofsted document 'Self Evaluation Form' which is available online for Ofsted to view. This document is reviewed at least monthly, or more so if required.**

## COMMISSIONING AND PROCUREMENT

Any external agencies visiting the premises must respect this setting's policies and procedures at all times and not discuss overheard conversations or information regarding children and families outside the setting. Any concerns regarding safeguarding must immediately be advised to the Lead Person or if concerns relate to that member of staff the complainant must contact the Local Authority Designated Officer (see section 20 of the Manual).

Breaches of this Safeguarding Policy by external contractors or visitors will be taken very seriously and appropriate action will be taken.

## WHISTLE-BLOWING AND COMPLAINTS

- A separate complaints procedure exists which should be followed by any individual who has concerns about staff or practice in the setting.
- All concerns regarding Safeguarding must be directed to the Lead Person.
- If the complaint relates to the Lead Person, the complaint must be directed to the Registered Person.

- If the complaint relates to the Registered Person, the complainant must contact the Local Authority Designated Officer and Ofsted. See also section 20 of the Manual.

## **BREACHES OF POLICY**

Breaches of this policy will be taken very seriously and disciplinary action will ensue for members of staff. A separate Code of Conduct describes this process in more detail.

## **POLICY REVIEW**

This policy will be reviewed annually and involve participation of staff in order to promote continuing awareness of safeguarding policies and procedures. Parents will be informed when the policy has been renewed.

## **RELATED POLICIES**

The following policies are required by law and also support safeguarding at this setting:

- Recruitment: including vetting and induction
- Complaints
- Missing child
- Failure to collect a child
- Photographs and digital images
- Mobile telephones
- Social networking and e-safety
- Confidentiality and secure data in transit
- Equality of opportunities
- Behaviour management
- Communicating with parents
- Supporting children with learning difficulties and disabilities
- Emergency evacuation
- Administering medicines
- Ill or infectious children/infection control
- Health and safety including risk assessment
- Smoking
- Drugs, alcohol and medication (for adults)
- Sun safety
- Healthy eating

## **CONTACT NUMBERS FOR EAST SUSSEX CHILDREN'S SOCIAL CARE**

Team	Telephone number
<b>Duty &amp; Assessment Team East</b> For children living in Hastings and Rother areas Contact for concerns regarding children aged 0-11	01424 724144
<b>Duty &amp; Assessment Team West</b> For children living in Eastbourne, Lewes and Wealden areas Contact for concerns regarding children aged 0-11	01323 747373
<b>Youth Support Team East</b> For children living in Hastings and Rother areas Contact for concerns regarding children aged 12 and above	01424 724130
<b>Youth Support Team West</b> For children living in Eastbourne, Lewes and Wealden areas Contact for concerns regarding children aged 12 and above	01323 747094
<b>Children's Disability Duty &amp; Assessment Team</b> Contact for concerns regarding children with disabilities, all ages, all East Sussex areas	01323 466050 or 01323 466030
<b>Emergency Duty and Assessment Team</b> Available out of hours Monday to Friday 5pm-8am, all weekends and bank holidays	01273 335905
<b>Local Authority Designated Officer (LADO)</b> Children's Safeguarding Unit	01323 466606
<b>Head of Children's Safeguarding</b>	01273 481289

<b>Ofsted</b>	Telephone E-mail Website	0300 1231231 <a href="mailto:enquiries@ofsted.gov.uk">enquiries@ofsted.gov.uk</a> <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>
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**Review date: 01.05.15**

## CHILD PROTECTION INCIDENTS OR WELFARE CONCERNS

### RECORDING AIDE MEMOIRE FOR STAFF

#### **Safeguarding children is a task for everyone at The Farmyard Nursery**

All staff members at The Farmyard Nursery have an important role to play in helping to identify welfare concerns and possible indicators of abuse or neglect at an early stage.

For some children a one-off serious incident or concern may occur and you will have no doubt that this must be immediately recorded and reported. Most often, however, it is the accumulation of a number of small incidents, events or observations that provide the evidence of harm being caused to a child.

It is vital that any concern you have for a child's welfare, however, small is recorded and passed to our Safeguarding Lead.

#### **Your Safeguarding Lead is**

**Sara Andrew**

**01424893366**

#### **What should you do if you have concerns?**

- ✓ **You must pass concerns to the Safeguarding Lead, or another designated person in the Safeguarding Lead's absence, as soon as possible after they are identified and, where possible, before the child leaves for the day.** It is important that the child is not sent home at the end of the day without taking the right protective action.
- ✓ The Safeguarding Lead is responsible for referring child protection concerns to Children's Social Care. Although the timing of referrals is based on perceived risk, it is expected that **referrals will be made usually within one working day of recognition of risks. It is important, therefore, that the Safeguarding Lead is made aware of concerns as soon as possible.**
- ✓ In the first instance, you could pass concerns to the Safeguarding Lead verbally, but you must follow this in writing. **All concerns must be recorded on the child protection incident/welfare concern form.**
- ✓ Do not keep your own system to note concerns. You must use the system detailed in this aide memoire. This is to ensure proper communication, collation, and storage of information.



### **What is a child protection or welfare concern and when should you record and report it?**

When there are any concerns that might indicate possible abuse or neglect, the concerns need to be recorded and passed to your Safeguarding Lead. For example (this is not an exhaustive list):

- Marks on the child's body, physical injuries or frequent accidents
- The child is unkempt, poorly clothed, dirty or smelly
- The child is frequently hungry
- Unusual or different behaviour or behaviour not appropriate to the child's age or development
- Child appears frightened of parent or carer
- Mood changes or the child is withdrawn and refuses to talk
- Statements, stories or drawings from the child
- Information from others, including siblings, parent who does not have residence, friends, other children, members of the public, etc
- Concerning parental behaviour towards the child
- Concerning letters, telephone calls or contacts from the parent to the organisation
- Direct disclosure or allegation made by the child

## What should you record on the child protection incident/welfare form?

### Basic information

- ✓ Full name and date of birth of child
- ✓ Your name and job title
- ✓ Date (include year!) and time of incident
- ✓ Full details of all other people involved

### Details of concerns

Use the list in the box above as a guide and record as much information as possible.

Pay particular attention to:

- ✓ Visible injuries or marks (use the body map provided)
  - ✓ General demeanour and appearance
  - ✓ Changes in behaviour and mood or changes in functioning
  - ✓ Response to play or sports
  - ✓ Relationships with peers and adults
  - ✓ Statements made by the child, comments, stories, drawings
  - ✓ Parental behaviour, interest and comments
  - ✓ Patterns of non-attendance
  - ✓ Hearsay and nagging doubts you have about the child's safety and welfare
- Make sure the information is factual and your opinions are substantiated.
  - Use the child's own words when recording a direct disclosure.
  - Do not examine the child specifically for any physical marks or injuries - only do what you would normally do as part of your duties. Record only what you can see.
  - Record all the actions you have taken.
  - Make sure the details are legible before you pass the record to your Safeguarding Lead.

## **Actions for the Safeguarding Lead**

### ***When a child protection incident/welfare concern form is passed to you***

- ✓ *Check that the form is sufficiently detailed.*
- ✓ *Check that it has been dated and signed by the staff member who reported the concern.*
- ✓ *If a body map has been completed, or there are any other documents referred to in the record, ensure these are attached and are, where appropriate, dated and signed.*

### **Complete the 'Response to the incident/concern' section of the form**

Record your response or action to every welfare concern form passed to you. The level of detail of this record will clearly depend on the nature and seriousness of the concern but may include:

- Requests to staff for monitoring specific aspects of the child's presentation, behaviour, attendance, etc
- Discussions and telephone calls, with colleagues, children and parents, with a record of full names and dates
- Professional consultations and requests for information with a record of who was consulted (full name and job title) and dates consulted
- Letters sent and received

### **Complete the 'Outcomes' section of the form**

Record the outcomes of any responses or action you took, with dates, for example:

- CAF or Early Help Plan
- Referral sent to Children's Social Care or the police contacted
- Whether or not parental consent was obtained for sending the referral and the reason for referring without consent, i.e. the child is at risk of significant harm
- Contact from Children's Social Care or police in response to the referral, including contact with the child
- Strategy discussion or meeting under child protection procedures and the organisation's involvement, if invited, e.g. who took part, when and outcomes
- Referral sent to other agencies and contact from other agencies in response to referral, including contact with the child
- Appointments for child with other agencies

### **Update the chronology and observations**

Update the chronology with brief details of the incident, the response and outcomes. Update observations or diary records with full details.

### **Update the child's file as new documents are produced or received**

File all copies of referrals sent, letters sent and received, minutes of strategy discussions and child protection conferences and all other relevant documents in the child's file. Update the front sheet, if necessary.

### **Cross-reference to files for other children in the family**

Update the chronology in each child's file and ensure that relevant documents are copied across to each file.

### **31. The Special Educational Needs Code of Practice in Action** **Our Special Educational Needs Co-ordinator (SENCO) is Sara Andrew.**

Using the SEN Code of Practice this Policy intends to lay out the procedure we will follow when supporting children with SEN at The Farmyard Nursery.

#### **SEN Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>**

The Farmyard Nursery shares the vision that for children with special educational needs and disabilities, which is the same as for all children and young people - that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

For children and young people this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

The Early Years Foundation Stage Statutory Framework 3.67 states that Providers (The Farmyard Nursery) must have arrangements in place to support children with SEN or Disabilities. Furthermore we must have regard to the SEN Code of Practice and have a named SENCO (Sara Andrew).

**The FARMYARD NURSERY is committed in its approach to children with SEN and follows the guidelines as set out in the SEN Code of Practice.**

#### **Improving outcomes: high aspirations and expectations for children with SEN**

5.1 All children are entitled to an education that enables them to: achieve the best possible educational and other outcomes, and to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

5.2 Providers of early years education, that is all early years providers in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to this Code.

5.3 The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. All early years providers **must** follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted.

5.4 Providers **must** have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are

widely recognised - identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

5.5 All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. At The Farmyard Nursery Parents and Carers can be assured that we have both the children's and their families best interests in mind, we will share information through consultations, individual plans, setting based support plans, two year checks, look what I have been doing sheets, and general discussion. We will also listen to and address any concerns raised by the children themselves.

### **Progress Check at Two**

5.23 When a child is aged between two and three, early years practitioners **must** review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check **must** identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO.

The report must highlight the following;

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

At The Farmyard Nursery our progress check at two will be carried out by the child's keyperson. The keyperson will first draw up a rough plan using information gathered from the child's learning journey. Secondly the parents or Carers will be invited to meet with the keyperson to discuss the plan and to add any information or suggestions from home. Lastly the keyperson will make a final copy using all the information. This progress check at two will be shared with any other settings the child may attend, with the parent's permission.

5.24 It **must** describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three, it is expected that the progress check will be undertaken in the setting where the child spends the most time.

## The SEN Code of practice in Action Identifying needs in the early years

### Identifying needs in the early years

Children at The Farmyard Nursery will be regularly monitored and their progress and development reviewed throughout their time with us. We will use; observation, activities both planned and spontaneous, and finally the review and tracking of the child's progress against the ages and stages of development in the Early Years Foundation Stage document 'Development Matters'.

5.27 In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years.

5.28 Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

5.29 A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment such as the local children's centre keywork team, should be adopted.

5.30 Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

5.31 Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. In all cases, early identification and intervention

can significantly reduce the need for more costly interventions at a later stage.

5.32 Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

5.33 These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support should be family centred and should consider the individual family's needs and the best ways to support them.

5.34 Reviewing the effectiveness of interventions in enabling children to make progress can itself be part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support, as described in 'SEN support in the early years' below. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the child and to provide further information about the precise nature of their needs.

5.37 Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs.

5.38 Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school **must** inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.

### **Assess**

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

### **Plan**

5.40 Where it is decided to provide SEN support, and having formally notified



the parents, the practitioner, and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date

for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

5.41 Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### **Do**

5.42 The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

5.43 The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

### **Involving Specialists**

5.48 Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents.

### **The Role of the SENCO (Sara Andrew)**

5.53 The EYFS framework requires other early years providers to have arrangements in place for meeting children's SEN. Those in group provision are expected to identify a SENCO

5.54 The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to

- children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
  - ensuring parents are closely involved throughout and that their insights inform action taken by the setting,
  - liaising with professionals or agencies beyond the setting

**For more information on the Early Years Foundation Stage please refer to Policies 38-40.**

#### **Local support**

##### **Speech and Language Therapy (SALT)**

<https://czone.eastsussex.gov.uk/specialneeds/therapy/Pages/main.aspx>

##### **Specialist Early Years Service**

<https://czone.eastsussex.gov.uk/specialneeds/earlyyears/pages/main.aspx>

#### **National Support**

The Autism Education Trust for children and young people on the Autism Spectrum ([www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk))

The Communications Trust for speech, language and communication difficulties ([www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk))

The Dyslexia SpLD Trust on dyslexia and literacy difficulties ([www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk))

The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment ([www.natsip.org.uk](http://www.natsip.org.uk))

**Contactafamily** for information about medical conditions and for help, support, and guidance for families with a child with a disability. ([www.cafamily.org.uk/medical-information/conditions/](http://www.cafamily.org.uk/medical-information/conditions/))

**The SEN Code of Practice is available to download in full using the following URL;**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

**Review date: 01.05.15**

### 32. MANAGING CHILDRENS BEHAVIOUR

**Behaviour Management Co-ordinator : Sara Andrew**

At The Farmyard Nursery we have three golden rules, which are-

- Kind Hands
- Kind Feet
- Kind Mouths

The Farmyard Nursery always places an emphasis on **praising positive behaviour** and in order to encourage it we use our three golden rules throughout the entire nursery. However if staff or parents feel they can no longer suitably deal with specific behaviour they will refer to the SEN policy to seek appropriate advice. Our SENCO is Sara Andrew

We will not label any child as being 'naughty'; their behaviour will be referred to as something that has made the grown up and child feel sad.

Physical punishments (including shaking) or the threat of them, are not used.

General arguments, fallings out, snatching toys and disagreements will be dealt with using the distraction method. This is especially useful for children under two years old or young children who find boundaries difficult to understand.

However, if mild negative behaviour occurs e.g. defiance, disobedience:-

- A member of staff will intervene the situation
- They will explain how the other person receiving the behaviour is feeling and how they would feel if it was happening to them.
- The member of staff will then help the child to resolve the problem e.g. if falling out over a toy to share and take turns to help problem solve.

If negative behaviour occurs e.g. hurting someone or purposely destroying property:-

- The same procedure is followed as above.
- When trying to resolve the situation the member of staff will ask the child why they were hurting someone else and resolve the problem with the child.
- The children will be encouraged to share and to say 'sorry' if another child has been upset or hurt by means of spoken word or a cuddle. The parent will be told if any untoward behaviour has been used during the day.

In the case of serious negative behaviour then reflection time will be used, followed by problem solving, which will be discussed with the child after the reflection time to help resolve the behaviour.

**The ways that we can encourage positive behaviour may include:**

- Praising and reinforcing good behaviour.
- Distraction techniques.
- Encouraging sharing and negotiation.
- Setting good examples/positive role models.
- Consulting children about the 'rules'.
- Helping children to understand the effects of their behaviour on other people.
- Helping children challenge negative behaviour in others.

- Encouraging responsibility, for example helping with tidying up. Consistency between all staff is paramount, and it is important that the member of staff dealing with the situation is not undermined/interrupted unless they ask for assistance.

Hollow praise or praise being given directly to the child is not common practice in the setting. We will praise the child for their actions for example 'I really like the way you helped your friend....' as opposed to 'good boy'

We will use the 'Personal, Social and Emotional' section from the Early Years Foundation Stage 2012 to support the children's development paying special attention to the aspect 'managing feelings and behaviour'. This document can be found on the government website [www.early-education.org.uk](http://www.early-education.org.uk)

Staff will not use any form of physical intervention, e.g. holding, unless it is necessary to prevent personal injury to the child, other children, and an adult or serious damage to property.

Parents will be informed daily about any behaviour issues that may have arisen during the day. Staff will work alongside parents to help overcome any unwanted negative behaviours that occur.

As children move through their stages of development boundaries will be tried and tested. Some forms of unwanted behaviour can also be down to frustration as the child's communication and language skills are still developing.

Staff will monitor the children's behaviour to ensure all children are kept safe. Bullying of any kind is not acceptable at The Farmyard Nursery.

*Please refer to our Safeguarding Children, Complaints, Equality of Opportunities, Parents as Partners, Confidentiality policies and procedures, Anti-Biting policy and Anti-Bullying policy.*

**Review Date. 01.05.15**

### **33. BULLYING**

Many children encounter bullying in one form or another. It can take many different forms, e.g. name calling, being picked on, being excluded, physical aggression and intimidation. All bullying is abusive and should not be tolerated in any environment.

Bullying may involve one child bullying another or a group of children against one child or another group of children. Bullying can be physical, verbal, emotional or a combination of these. Sometimes bullies are children who are experiencing bullying themselves, have been abused or are experiencing difficulties at home or in making relationships. Bullies often have low self esteem. Children may bully to feel successful or to gain control over another person. Some children are more likely to be bullied than others, e.g. children with low self esteem, those who are insecure, lack social skills, cry or become emotionally distraught easily or are unable to defend or stand up for themselves.

## **Policy**

We will protect the children in our care and ensure they are safe from bullying. We will create an environment where children feel secure and safe and are able to enjoy their time with us. All adults will build relationships with the children to ensure they feel able to seek help from them if they feel threatened. We will give children the tools to deal with bullying and we will promote resilience.

## **Procedures**

If bullying occurs we will -

Act immediately.

Gather as much information about the situation and incident as possible.

Avoid blaming individuals.

Talk things through calmly.

Not make children say sorry or be friends if they do not want to.

Encourage children to work out solutions which everyone can accept.

Monitor the children after the incident to ensure the solution is working.

Report incidents to designated person.

Seek help from other professionals where appropriate.

Talk to parents calmly and without accusing or judging them or their child.

Work out a programme to support all children and to avoid the situation occurring in the future.

As part of our programme of activities we will help children understand about their rights and the effect of bullying on individuals by -

Encouraging children to feel good about themselves.

Build up children's self esteem and feelings of self worth.

Encourage children to be assertive.

Demonstrate ways of expressing feelings and behaving towards others.

Treating children with respect. Never ridiculing a child.

Giving plenty of praise and specific positive feedback to children.

Providing activities which encourage social skills e.g. taking turns, sharing, helping each other, being positive with others.

**Next Review Date. 01.05.15**

## **34 ANTI-BITING POLICY**

The Farmyard Nursery has zero tolerance to children biting. Staff will do their utmost to prevent biting in the setting. Parents must also be responsible and inform staff if their child has bitten at home so that they can be vigilant.

If a child bites another child or member of staff the following procedure will be followed:

The child will be removed immediately from the situation and taken to a quiet area. An age related explanation will be given as to why biting is unacceptable.

The child that has been bitten will be given more attention as attention seeking can on occasions be the cause of the biting.

The bitten child's parents will be told about the incident when collecting the child and will be asked to sign the accident book. The biting child's parents will

be told about the incident and will be asked to sign the incident book on a separate page.

If continual biting occurs staff will work in partnership with the child's parents to phase out the biting.

We hope that all parents respect this and understand that we have a responsibility to protect all the children in our setting from injury.

**Next Review Date : 01.05.15**

### **35. MAINTENANCE AND REPLACEMENT OF EQUIPMENT**

At The Farmyard Nursery all toys and equipment must be cleaned regularly.

If there is any chance that the toys have been put in any children's mouth then they must be cleaned using the diluted dettol contained in spray bottles

Table tops and other areas will be wiped down using an antibacterial spray.

If a toy breaks staff must remove the item from the play area immediately and fill it on to a breakage list.

Any new toys or equipment that is purchased must be added to the inventory by the Deputy Manage before being added to the rooms.

The Farmyard Nursery will take part in Tesco and Sainsbury offers in order to be able to get more sports equipment or computer equipment for the children.

**Next Review Date: 01.05.15**

### **36. LANGUAGE POLICY**

The Farmyard Nursery will not tolerate abusive or foul language from students, staff, parents or children.

If a child/parent uses more than one language it will be respected and recognised at the Nursery.

Written language will be present all around the Nursery.

Language will be encouraged in every way possible i.e. speech, singing stories.

Any language problems will be first discussed with a parent. If it can be solved between parents/staff, with encouragement then another body will not be consulted. Children will be encouraged to realise that there is more than one language in the world.

**Next Review Date : 01.05.15**

### **37. KEYPERSON POLICY**

The Farmyard Nursery is situated in an open plan building. Our key person system is flexible and takes into consideration the team working around the child.

The key person system is designed so that the child and parent/carer has a designated person assigned to them. This person is responsible for keeping the child's records up to date and planning for their next steps.

The parent may wish to discuss their child's progress with the keyperson, this can be arranged through a parent consultation.

The Key person System is also used for working with the children in small groups and individually, throughout the nursery day.

A Key person will be designated to each child in the first few weeks after the child has settled in. Giving the child time to form stronger relationships and preferences. The keyperson may change due to the children's sessions and days they attend.

The majority of our children can identify their keyperson. The child's tray, which contains their learning journey, has a photograph of the child and their name and a photograph of the keyperson and their name. The children enjoy having the ownership of a tray in which they place special things such as mark making or home toys. They love being able to look at their learning journey at any time and to add their own ideas, pictures and photos. This resource has provided unlimited discussion and security for all our over twos.

The Farmyard Nursery operates a Co-Keyperson system, which allows support and continuity for all our children.

**Next Review Date 01.05.15**

### **38. ACHIEVEMENT RECORD PROCEDURE**

At The Farmyard Nursery we recognise it is important to observe children at play, review and evaluate the curriculum regularly, in order to help us plan, prepare and organise good quality nursery education and maintain systematic records.

The Farmyard Nursery recognises that observation is a useful tool, which enables the assessment of a number of aspects of the nurseries setting that are relevant to the planning of the curriculum.

By observing how the children respond to the various activities, staff will be able to evaluate if the activities and resources they have provided have met the children's needs and help them plan a broad, balanced and appropriate curriculum.

Observations also enable staff to provide challenge and extension so that each child is able to progress at their own pace.

All observations /records / assessments will be treated with confidentiality. Sharing observations with parents/carers strengthens the partnership between the home and nursery, giving understanding and information and allowing staff and parent carers to do their best for each child.

In order to achieve this staff will:-

Make regular observations of each child. They are recorded in a observation book and can be viewed by parents on request. Observations are recorded by all staff for all children not just the keyperson. The information is transferred to the child's profile.

The child's profile will be completed on a regular basis, by the Child's Key person.

Our profiles will take into account the new three prime areas; Personal, Social and Emotional Development, Physical Development and Communication and Language and build on these using the specific areas of; Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Once the child has settled the first record of what the child can do, will be



completed, this form is called an 'On entry assessment form (OEAS)'. The OEAS will give us a starting block for your children's development and will allow us to plan for their next steps.

All children will have at least one detailed observation each term and one Individual Plan which will identify their next steps for learning.

If a child is seen not to be achieving a milestone for his/her age, the child will be given encouragement to complete this task in a low key manner, so as not to upset/undermine the child by the planning of whole group activities. The observations are used by staff to assist in the planning and organising of activities. If several children need reinforcement on a task i.e. colours the whole group will undertake activities and games to achieve the desired goal. Alongside our own records will run the summative assessment record which is given to us by East Sussex Council to complete at various times during a child's Nursery life. This document will then be given to the child's Reception class teacher on transfer to big school.

Parents can read their child's profile at any time, but it cannot be taken off the premises until the child leaves the nursery or the child moves onto Reception class. If the Key person is worried about a child's progress then the parent or carer will be informed. (see 31 Additional needs policy) Together in partnership it will be decided how the child will benefit the most from extra help and encouragement.

**Next Review Date: 01.05.15**

### **39. LEARNING THROUGH PLAY**

Children learn best by being given the opportunity to access a wide variety of activities that challenge and support them through play. This is a fundamental foundation to their early years development.

Children who are supported in their own interests will gain a deeper knowledge and be inspired to extend their learning. We offer a wide range of planned, spontaneous and child led activities throughout the day. This is done both indoors and outdoors. We operate throughout the year a day long free-flow system where the children can choose to play outside or inside.

This allows for children to access a variety of both active and energetic play but also allows for quiet relaxation periods.

Staff take time to find out what the children have to say, they listen and talk to them using open ended questions directed at each individual child. Staff practice OWL (Observe Wait and Listen) in the setting. They will give praise and encouragement to all children when appropriate.

The Farmyard Nursery plans to provide the children attending with opportunities that will support and promote their overall development in a safe, stimulating and caring atmosphere, created by appropriately trained, knowledgeable staff with the involvement of all families within our community who are interested in and support our aims.

We take care to provide activities which use equipment appropriate to the age and stage of development of the children attending our setting which will stimulate their interest and encourage investigation as well as enabling the

children to practice existing skills and to build on those skills to acquire new ones.

We have full access to the surrounding fields and woodland which the children visit on a regular basis, building camps and dens, climbing trees, sliding down banks, and looking for pond life such as newts and insects in our natural pond. We are aware of the importance of reflecting all members of society not just those who attend our setting but also the local community and society in general in a positive way, we ensure that activities, equipment and displays provide a balanced view and also allows children to show their own individual creativity without pressure to have an adult directed “perfect” end product. All children need to experience a balance of adult led and freely chosen or child initiated activities and experiences tailored to their stage of development and taking account all of their individual needs. We undertake sensitive observational assessment in order to plan to meet our children’s needs.

#### The Definition of play

Play is an essential part of every child’s life and is vital to their development. It is the way children explore the world around them and develop and practise skills. It is essential for physical, emotional and spiritual growth, for intellectual and educational development, and for acquiring social and behavioural skills. Play is a generic term applying to a wide range of activities and behaviours which are satisfying to the child, creative for the child and freely chosen by the child. Children play on their own and with others. Their play may be boisterous and energetic or quiet and contemplative, light hearted or very serious.’

Taken from the Children’s Play Council publication.

#### **Why play is important for children of all ages.**

Play promotes children’s development, learning, creativity and independence. Play keeps children healthy and active - active children become active adults. Play fosters social inclusion. It helps children understand the people and places in their lives, learn about their environment and develop their sense of community.

Play allows children to find out about themselves, their abilities and their interests.

Play is therapeutic. It helps children to deal with difficult or painful circumstances, such as emotional stress or medical treatment.

Play gives children the chance to let off steam and have fun.

Reproduced with permission from National Children’s Bureau.

#### **United Nations Convention on the Rights of the Child, ratified by the United Kingdom in 1991.**

##### **Article 31**

States Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural artistic, recreational and

leisure activities.

**This play policy seeks to**

**Promote the importance of play for all children.**

**Recognise all children have a right to play.**

**Enable all children in local communities to have equal access to good quality play opportunities.**

**Objectives -**

**At The Farmyard Nursery we will work in partnership to enable all children to have equal access to good quality play opportunities and services both indoors and outdoors to:**

**We will do this by -**

Promoting the development of inclusive play opportunities which take account of and respond to children's different abilities and needs, their age, gender, cultural and religious backgrounds, social, family, economic and environmental situations.

Planning and developing play opportunities in consultation with children to meet their needs in our local community, making best use of available resources.

Considering issues for both urban and rural areas, including new housing developments, environmental and road schemes as well as public facilities such as clinics, libraries and shopping areas.

Working towards safer communities so that all children are able to play safely outdoors, and older children able to get around safely on their own.

Encouraging our local schools to develop play opportunities for children in the nursery, classroom and playground and to maximise resources through the use of school premises by the community after school and during school holidays.

Supporting the development of good play opportunities for children in strange surroundings e.g. hospital, or experiencing unusual or distressing circumstances.

Ensuring that all children are respected and valued so that they can play free from racial or other types of discrimination or abuse.

Ensuring that children are given appropriate adult time and attention during child centred play.

**At The Farmyard Nursery we will support the development of play opportunities and services that are safe, stimulating and appropriate for children's abilities, ages and stages of development.**

**We will do this by -**

Ensuring that as a provider of play opportunities we operate to the Early Years Foundation Stage 2012 requirements and recognise good practice with clearly defined policies and procedures.

Ensuring staff and volunteers working with children have appropriate training, knowledge and experience for their duties and responsibilities.

Developing varied play opportunities which challenge and stimulate children's abilities but do not threaten their survival or well being.

Ensuring that children and young people have the opportunity to play and take part in a range of activities where they can gain confidence and learn on their

own terms.

Supporting and encouraging children's own ideas and decisions about what they do and how they do it.

Ensuring children are given opportunities to make choices within play to support their development.

Supporting the development of good quality services through a range of flexible training opportunities for new and existing workers.

The activities and experiences planned for the children cover the seven Areas of Learning and Development described on the following page.

**Review Date : 01.05.15**

#### **40. THE CURRICULUM**

During your child's time at The Farmyard Nursery they will be given the best possible start in life and our support to fulfill their full potential.

To enable us to achieve such experiences we will work alongside The Early Years Foundation Stage (EYFS) and the Every Child Matters programme (ECM). The EYFS is a statutory framework published by the Department for Education and became mandatory for all childcare providers from the 1<sup>st</sup> September 2012. 'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life' (DfE.2012.p3).

Every Child Matters (ECM) is a document which along with the subsequent Children Act was passed in November 2004. ECM lists the five outcomes that are key to well-being in childhood and later life - being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. The EYFS embraces these outcomes or 'overarching principles' (DfE. 2012. p4).

The EYFS comprises of three 'prime areas.

**Prime** areas are fundamental, work together, and move through to support development in all other areas.

Personal, Social and Emotional Development, Communication and Language, Physical Development

Working together with the prime areas are the specific areas.

**Specific** areas include essential skills and knowledge for children to participate successfully in society.

Literacy, Mathematics, Understanding the World, Expressive Arts and Design

All these areas will be delivered through planned purposeful play with a balance of adult-led and child-initiated activities.

Through observations made on these activities and by working together with parents and carers our staff are able to help children progress from birth towards the Early Learning Goals.

Using Individual plans, centres of interest and mind mapping we will devise a rich learning environment where the children gain their knowledge through experiences that will follow them through life.

The Farmyard Nursery Children's Profile uses information from the EYFS and observations made by staff of children's play. We will record progress and achievements using positive findings particular to each child's individual need. Parents are able to access their child's profile at any time through parent consultations.

The Nursery understands how parents/cares play the most important role in their children's life and with this in mind we would like to use your children's profile as a partnership between us. From time to time we will ask you to complete a 'Look Listen and Note' on this sheet you can record your child's progress etc, the information returned to us will then be used in our planning to encourage your child's next steps. The completed sheets will then be placed in your child's profile.

The new statutory EYFS progress check at two years old will run alongside the EYFS. The progress check has been introduced to enable earlier identification of development needs so that any additional support can be put into place as early as possible.

You can access all this information using the foundation stage website  
<http://www.foundationyears.org.uk/early-years-foundation-stage-2012/>  
**Next Review Date:01.05.15**

## **41. DATA PROTECTION**

### **DATA PROTECTION ACT 1998**

The Farmyard Nursery and all early years settings, Schools, Local Authorities (LAs), the Secretary of State for Children, Schools and Families and the Department for Children, Schools and Families (DCSF), the government department which deals with education and children's services, the Qualifications Curriculum Authority (QCA), Her Majesty's chief Inspector for Schools and the Office for Standards in Education (Ofsted), and the National Assessment Agency (NAA) all process information on children and pupils in order to help administer education and children's services and in doing so have to comply with the Data Protection Act 1998. This means, amongst other things, that the data held about children must only be used for specific purposes allowed by law. It is therefore important that you understand the different types of data held, why that data is held, and to whom it may be passed on.

The Farmyard Nursery holds information on children in order to support their development, to monitor progress, to provide appropriate pastoral care, and to assess how well the Nursery as a whole is doing. This information includes contact details, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time The Farmyard Nursery is required to pass some of this data to LA's, the DCSF and to agencies that are prescribed by law, such as QCA and Ofsted. In particular, at the age of five an assessment is made of all children (the

Foundation Stage Profile) and this information is passed to the Local Authority and receiving maintained school.

The Local Authority uses information about children for whom it provides services to carry out specific functions for which it is responsible. For example, the Local Authority will make an assessment of any special educational needs the child may have. It also uses the information to derive statistics to inform various decisions. The statistics are used in such a way that individual children cannot be identified.

The Qualifications and Curriculum Authority uses information about children to administer national assessments such as the Foundation Stage Profile. Any results passed on to the DCSF are used to compile statistics on trends and patterns in the level of development. The QCA can use the information to evaluate the effectiveness of the national curriculum and the associated assessment arrangements, and to ensure that these are continually improved. Her Majesty's Chief Inspector for Schools and Ofsted use information about the progress and performance of children to help inspectors evaluate the work of Early Years Settings, to assist them in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Inspection reports do not identify individual children.

The National Assessment Agency uses information for those, relatively few, settings undertaking the Foundation Stage Profile. The resulting data is passed on to the NAA which also uses information in working with schools, the QCA, and Awarding Bodies, for ensuring an efficient and effective assessment system covering all ages is delivered nationally.

The Secretary of State for Children, Schools and Families and the Department for Children, Schools and Families (DCSF) use information about children and pupils for research and statistical purposes, to allocate funds, to inform, influence and improve education policy and to monitor the performance of the education and the children's services as a whole. The DCSF will feed back to LA information about children for a variety of purposes that will include data checking exercises, and use in self-evaluation analyses.

Information about your children may be held to provide comprehensive information back to LA's to support their day to day business. The DCSF may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

The DCSF may also disclose individual child and pupil information to independent researchers into the educational achievements of pupils who have legitimate need for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician. Children, as data subjects, have certain rights under the Data Protection Act 1998, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then



please contact the relevant organisation in writing:

The Farmyard Nursery, Church Road, Ashburnham, East Sussex. TN33 9NU  
The Local Authority at County Hall, St Annes Crescent, Lewes, East Sussex.  
BN7 1SG

The QCA's Data Protection Officer at QCA, 83 Piccadilly, London. W1J 8QA  
Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London  
WC2B 6SE

The National Assessment Agency Data Protection Officer at NAA, 29 Bolton  
Street, London. W1J 8BT

The DCSF's Data Protection Officer at DCSF, Caxton House, Tothill Street,  
London. SW1H 9NA

In order to fulfill their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestors identity and any further information required to locate the personal data requested.

**The Farmyard Nursery is registered with the Information Commissioners Office-Data Protection Act 1998. (see report)  
Next Review Date: 01.05.15**

#### **42. ALLEGATION AGAINST STAFF**

If an allegation is made against any member of staff by a parent/carer or by another member of staff it will be taken very seriously.

If a concern is expressed about an adult in the setting because the person has:  
Behaved inappropriately in a way that has or may have harmed a child or possibly committed a criminal offence against a child or behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. We will follow the 'Allegations Management' system please refer to safeguarding policy.

**Next Review Date: 01.05.15**

#### **43. OUTDOOR PLAY POLICY**

The Farmyard Nursery aims to encourage children's interest in the farm, the great outdoors and the environment. The Farmyard Nursery recognises that young children thrive and their minds and bodies develop best when they have free access to stimulating outdoor environments for learning through play.

The Farmyard Nursery value the following:-

Allow children to manage their own risk through challenge and adventure.

Play is an active form of learning that unites the mind, body, and spirit. Until at least the age of nine, children's learning occurs best when the whole self is involved.



Children express and work out emotional aspects of everyday experiences through unstructured play.

Children permitted to play freely with peers develop skills for seeing things through another person's point of view-cooperating, helping, sharing, and solving problems.

The development of children's perceptual abilities may suffer when so much of their experience is through television, computers, books, work-sheets, and media that require only two senses. The senses of smell, touch, and taste, and the sense of motion through space are powerful modes of learning.

Children who are less restricted in their access to the outdoors gain competence in moving through the larger world. Developmentally, they should gain the ability to navigate their immediate environments (safely) and lay the foundation for the courage that will enable them eventually to lead their own lives.

As society has become increasingly complex, there remains a need for every child to feel the sun and wind on his/her cheek and engage in self-paced play. Children's attempts to toss a football or pedal a tricycle, require intricate behaviors of planning, balance, and strength, traits we want to encourage in children. Ignoring the developmental functions of unstructured outdoor play denies children the opportunity to expand their imaginations beyond the constraints of the indoors.

Throughout the year we operate a daily free-flow system which allows children to choose if they wish to play inside or outside. Giving children a wide selection of activities both inside and outside encourages play in both environments freely. The implementation of our sink that gives us access to both hot and cold running water has enhanced our outdoor play and opened up many oportunites for investigation.

#### **Procedures for outdoor play**

An outdoor check must be done before the children go out. This involves a member of staff checking that the gate is securely fastened the equipment is dry and is in good working order before the children go out to play.

Staff will carry out observations during outdoor play as well as indoor play.

Staff will interact with the children and be there to support or help them when necessary.

Staff will ensure that children are properly dressed for going outdoors. Children must have a hat, coat and gloves to go out in the cold weather.

An extensive risk assessment of the outdoor play areas will be carried out. This will be reviewed annually by management and signed and dated.

During hot weather sun cream will be applied to children playing outside. Parents will have given consent according to the care in the sun policy.

**Next Review Date: 01.05.15**

#### **44. INFECTION CONTROL POLICY**

The Farmyard Nursery recognises the importance of infection control within our setting.

At The Farmyard Nursery we are committed to creating an environment for children and adults that is free from infection. In order to achieve this, the following procedures will be followed:-

##### **1. Hand washing**

Hand washing is the most important public health measure. Effective hand washing is the mainstay of infection control for most germs amongst children and adults in a pre-school setting, regardless of the way germs are transmitted. Outside we will use the playground sink which has hot/warm running water, anti-bacterial hand soap and papertowels are provided. On our woodland walks we will use the 'Kiddiwash' system.

##### **Procedure**

Liquid hand soap and paper towels should always be available in all toilets.

Hands will be washed after using the toilet.

Hands will be washed before meals/snacks.

Very young children will need assistance in hand washing.

Older children will be supervised during hand washing.

Hands will be washed vigorously using a small amount of soap.

Hands will be rubbed together covering all surfaces until a good lather has appeared on all skin surfaces. Allow to lather for at least 10 seconds and rinse thoroughly with warm water.

##### **2. Nappy changing**

##### **Procedure**

Staff must wash their hands with an antibacterial wash prior to changing a nappy.

A pair of disposable gloves must be put on.

The changing mat must be cleaned with antibacterial spray before changing a nappy.

Wet/soiled nappy removed and the child cleaned from front to back and a clean nappy secured on the child.

Nappy cream can be applied if the parents supply the cream and sign the ongoing medication book.

All nappies must be disposed of in the nappy bin.

The changing mat must be cleaned with antibacterial spray after the nappy has been changed.

Dispose of gloves in the bin.

Record nappy changes in the child's homebook or in the carebook if no homebook is available.

Staff must watch their backs. Bend from the knees when lifting the child onto the changing mat. (see manual handling policy - safe lifting)

Students must be supervised by a senior member of staff when changing nappies.

### **3. Accidental Soiling**

Staff are not permitted to rinse soiled clothes due to toileting/vomiting accident under the tap.

#### **PROCEDURES**

Soiled materials can be scraped off into the toilet.

Staff must wear disposable gloves when doing this.

Place the soiled clothing in a double bag for parents to launder.

Staff must wash their hands after handling soiled clothing, after removing the disposable gloves.

### **4. Cleaning of toilet area**

Staff are to ensure that the toilets are clean at the start and finish of the session. Additional cleaning should be carried out during the session as necessary.

#### **Procedures**

All toilets are to be cleaned down daily using the blue cloths. This applies to the toilet seat and handles, sinks and taps and door handles. Diluted bleach or dettol must be used.

If an area becomes contaminated with infected materials i.e. diarrhoea or vomit, the area will be washed with diluted bleach or dettol, immediately and spillages attended to as they occur.

Toilet paper will be provided for the children at all times (toilet roll holders are in close proximity).

Staff will supervise children when going to the toilet.

Children will be educated on how to wash their hands properly.

### **5. Cleaning materials**

Cleaning material will be colour coded and staff will adhere to this.

#### **Sponges and cloths to be used as follows:**

Pink: Kitchen

Blue: Toilets/Changing mats

Green: Painting

Yellow: General in nursery.

**Cloths should be used and washed daily in a 60 degree wash.**

#### **Mops to be used as follows:**

Blue: Toilet, use mop and red bucket

Red: all other floors use Ultra mop and grey bucket

#### **Mops used to clean bodily fluids should be:-**

Cleaned with hot soapy water

Rinsed with a disinfecting agent including bleach or dettol

Wring as dry as possible

Hung to dry completely

Buckets and basins will be washed out and dried after use. Separate cleaning materials will be used for the kitchen and the toilet.

#### **Cleaning of toys, equipment and furnishings.**

Staff will ensure all are cleaned on a regular basis.

Mats and carpet areas will be vacuumed daily and washed as required (at least twice a year)

Table tops and chairs will be cleaned and then wiped down with an anti bacterial spray, dettol.

Hard toys will be washed with hot water and dettol and dried (on a monthly basis)

Additional cleaning of toys will be carried out when required.

Soft toys and furnishings will be washed in the washing machine at a 60 °C minimum and tumble dried if possible.

Water-play toys should be stored dry and water tray should be emptied, rinsed and dried out daily by turning upside down so that no condensation can collect. Play dough should be changed weekly or as necessary and children should be discouraged from putting dough in their mouths.

Sand will be changed every two months or as necessary.

Soft toys will be washed monthly. Extra care will be given where babies and toddlers are using soft toys and equipment and it will be washed on a more regular basis.

#### **Exclusion of sick children.**

Parents are asked to keep the children at home if they have an infection, and to alert the nursery manager so that other parents/careers are made aware of such infection and to observe the outcome.

Children who are unwell with an infectious disease should not be at The Farmyard Nursery. Once they are better they can return unless they pose a risk to others.

If a child becomes unwell during the Nursery hours the parent will be informed or the emergency number contacted for the child to be taken home. The child will be excluded from others to a designated area where they will stay with a staff member until they are picked up by a parent/guardian.

#### **Staff**

All staff are required to follow the following procedure in order to minimise the spread of infection.

All staff will cover cuts, breaks in their skin, scratches or moist skin conditions with a waterproof dressing (without visible air holes) when they are at work.

Dressings and plasters will be replaced as often as necessary, and these will be blue if staff are involved in preparing food.

Staff will observe exclusion periods of infectious diseases and advice will be sought if in doubt from the manager.

Some infections if caught by a pregnant woman can pose a danger to her unborn child. Chicken pox, rubella, - when an outbreak of any of these occurs please inform parents immediately.

#### **Animals**

Children will be supervised at all times around animals.

All children and staff should wash their hands after handling animals and or use the hand gel.

#### **Out on the farm**

A risk assessment will be completed for all activities.

When using the outside environment every care will be taken to ensure personal hygiene and safety at all times. See outdoor play policy.

*'Because of the freedom the outdoors offers to move on a large scale, to be active, noisy and messy and to use all their senses with their whole body, young children engage in the way they most need to explore, make sense of life and express their feeling and ideas. Many young children relate much more strongly to learning offered outdoors rather than indoors'.  
(Learning Thorough Landscapes)*

Parents and Carers will be given a list of suitable clothing for the children to bring with them to Nursery. Clothes must be appropriate for the weather and of the correct size.

Children's allergies are considered.

**Next Review Date: 01.05.15**

#### **45. MULTI MEDIA POLICY**

The Farmyard Nursery recognises the potential that multi media resources play within an Early Years setting if they are managed and monitored correctly.

At The Farmyard Nursery one of our aims is to encourage children's interest in the farm, the great outdoors and the environment we live in. We therefore only use multi media to enhance the learning that we achieve by our extensive outdoor facilities and resources.

Children attending The Farmyard Nursery will only have access to the following multi media sources:-

CD

Laptop/internet

##### **Procedures for CD's**

Staff use music and story CD's/cassettes throughout the day at The Farmyard Nursery..

Music CD's are used for music and movement sessions.

CD's used will link in to educational themes.

##### **Photographs**

Upon having a child accepted for the nursery, the parent with whom the nursery contracts, is asked to agree to their child being photographed on occasion by a member of staff or individual validated by the nursery. This enables the nursery to proceed with the taking of photographs for publicity shots, special occasions such as Christmas and for a catalogue of your child's progress and development called a 'Profile'.

Every parent has the right to refuse this request, in which case the child must not be photographed by any member of staff, by a parent, or by any outsider without the express permission for that occasion of the parent with whom the nursery has a contract.

##### **Publicity**

Pictures of children may be used as part of the publicity of the nursery and

company, on the nursery web site, newsletters, advertising or local press but will not be made available to anyone in a digital form to copy.

Where pictures are made available to the press or television, they will not be released with the names of the child unless the contracting parent gives express permission for this to be done.

Like wise if a child expresses that they do not wish to have their photo taken, even if parents has given permission, the child's wishes will be respected.

#### **In house use of photographs**

Photographs will be used in the nursery for displays and to show the children's achievements so they feel valued. The nursery can not be held responsible for any photographs or camcorder footage taken by parents at nursery functions such as plays, parties etc.

#### **Social networking including facebook**

Parent's may not publish any photographs, videos or any other forms of images of children from the Farmyard Nursery on the internet or otherwise. Parents need to take responsibility for their own actions when accessing social networking sites and to respect the views of other parents.

#### **Nursery photographer**

Occasionally we do have a professional photographer at our setting. We inform every parent of the event and ask whether they wish their child's photo to be taken or not. The photographer will be from a reputable company and they will hold the copyright to the pictures taken.

#### **Copies of nursery photos**

In addition many parents often request a copy of photographs of their children taken during activities. Some of these photographs could include your children unless you state that you do not wish for this to happen we will allow these copies, but will use our discretion in such matters.

#### **Children's development**

Often, staff take photographs of the children, to show parents and future carers a practical development that your child has made. This is collected and used in your child's development file or book.

Parents will be asked to sign our Multi-media consent form to tell us if we have your permission to photograph your child whilst at nursery for the reasons stated above.

#### **Laptop/internet**

We will use the Nursery laptop to research topics and children's interests. We will use safe sites such as National Geographic, CBEEBIES, BBC. Sites that may contain unsuitable material such as U tube can be used if a member of staff checks the content before showing it to the children. We may also use the application Skype to contact our friends in Sweden.

#### **Homebooks and Profiles**

The first name (and initial of family name if we have two children with the same first name) of all the children may be used in other children's home books or profiles. We feel it is important for children to build friendships and a good way to do this is for you to read who they have played with during their day.

Occasionally parents request the names of children for Birthday parties or freindship groups. if you do not wish your child's name to be featured in others homebooks or profiles or Birthday lists etc please inform Rebecca or Sara immediately.

**Next Review Date: 01.05.15**

#### **46. COMPLAINTS POLICY**

All complaints will be taken seriously and investigated thoroughly. A form will be filled in as a record of the complaint.

Confidentiality will be maintained throughout.

The complaint will be investigated jointly by the owners and manager, where appropriate staff will be questioned.

If required help will be sought from the Early Years Team.

Depending on the nature of the complaint Ofsted and Social Services may be contacted immediately and staff could be suspended on full pay.

All aspects of the complaint, the investigation and the outcome will be documented.

When a full investigation has been carried out the parents/carers will be informed of the outcome.

If a complaint is made a holding letter will be sent in the interim and an investigation letter will be sent within 28 days.

**Review Date: 01.05.15**

#### **47. COMPLAINTS PROCEDURE**

Should you have a complaint about a member of staff or nursery procedure, please do not hesitate in contacting:

**The Owners: Sara and Tom Andrew 014242 893366**  
sara@thefarmyardnursery.co.uk

**The Manager: Rebecca Lewis 01424 893366**  
rebecca@thefarmyardnursery.co.uk

**Statement of intent**The Farmyard Nursery believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the Manager. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

#### **Aim**

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved. A Complaints Record form is available to all parents/carers to detail their complaint in writing. The Farmyard Nursery will maintain appropriate confidentiality throughout the



process.

### **Methods**

To achieve this, we operate the following complaints procedure and will keep a 'summary log' of all complaints that reach stage 2 or beyond. This is to be made available to parents as well as to Ofsted inspectors.

The Farmyard Nursery will take account of the following information when investigating a complaint:-

the process we took to ensure that the complaint was fully investigated, such as interviews, reviews of records

who was involved in the investigation without identifying any individuals named in the complaint including staff or any child

any referrals made to an external agency, for example local authority environmental health departments or social services

the need to inform the parent[s]/carer[s] of the outcome of the investigation within 28 days from the date the complaint was made.

### **Actions and outcomes**

The Farmyard Nursery will provide details of the outcome of any investigation. We will record:-

any actions identified

any actions set or taken by Ofsted

any actions taken by an external agency, where permission has been obtained

the outcome of the investigation, with focus on any areas where it is felt that improvements to our provision can be made.

whether any members of staff are dismissed as a result of the investigation and, if so, under what circumstances. If a dismissal has taken place due to of misconduct, because a child was placed at risk of significant harm, reference may be made for the individual to be included onto the Protection of Children Act [POCA] list [ reference to Ofsted helpline on 03001231231 or 03001234666]

Parent[s] / carer[s] will be informed of the outcome of the investigation within 28 days from the date the complaint was made.

### ***Making a complaint***

#### **Stage 1**

Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her worries and anxieties with the Manager.

It is hoped that most complaints can be resolved amicably and informally at this stage.

#### **Stage 2**

If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the Manager and or Sara and Tom Andrew, the owners of The Farmyard Nursery.

For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the above-mentioned publication; the form may be completed with the Manager and signed by the parent.

The Farmyard Nursery stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the Manager may wish to store all information relating to the investigation in a separate file designated for this complaint.

When the investigation into the complaint is completed, the Manager and Tom and Sara Andrew will meet with the parent to discuss the outcome.

When the complaint is resolved at this stage, the summarized points are logged in the Complaints Summary Record.

### Stage 3

If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Manager and the owners of the Nursery. The parent should have a friend or partner present if required and the leader should have the support of the a third party present.

An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.

This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

### Stage 4

If at the Stage 3 meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

Staff or volunteers within the Pre-school Learning Alliance or Bexhill & Battle Under Fives Association are appropriate persons to be invited to act as mediators.

The mediator keeps all discussion confidential. S/he can hold separate meetings with the setting personnel (setting Manager and Owners) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

### Stage 5

When the mediator has concluded her/his investigations, a final meeting between the parent, the setting Manager and Owners is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached. A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

Parent[s] / carer[s] will be informed of the outcome of the investigation within 28 days from the date the complaint was made.

**The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Safeguarding Children Committee.** Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

The address and telephone number of our Ofsted regional centre is:

Ofsted National Business Unit,  
Royal Exchange Building,  
5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> Floors  
Piccadilly Gate.  
Store Street,  
Manchester, M1 2WD

Telephone: 0300 123 1231

[www.ofsted.gov.uk/parents](http://www.ofsted.gov.uk/parents)

These details are displayed by the front door.

If a child appears to be at risk, our setting follows the procedures of the Area Safeguarding Children Committee in our local authority.

Our Local Authority Designated Officer can be contacted on the telephone number 01323 466606

In these cases, both the parent and setting are informed and the setting Manager works with Ofsted or the Area Safeguarding Children Committee to ensure a proper investigation of the complaint, followed by appropriate action.

### **Records**

A record of complaints against our Nursery and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed. The outcome of all complaints is recorded in the Complaints Summary Record which is available

for parents and Ofsted inspectors on request.

**Next Review Date: 01.05.15**

**Thank you for looking through our Policy Document. If you have any questions regarding this document please do not hesitate to ask.**